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ABSTRACT

As a sequel to a 1971-72 study, this report for 1975-76 provides an updated inventory of the programs and policies of the Committee on Institutional Cooperation (CIC) universities through which adult part-time students may earn credit and bachelor's or master's degrees, notes significant changes since the first report, and offers suggestions for future development. The eleven midwestern universities that belong to CIC are Chicago, Illinois, Indiana, Iowa, Michigan, Michigan State, Minnesota, Northwestern, Ohio State, Purdue, and Wisconsin. In the text the following topics are discussed generally while in the appendixes they are summarized separately under each institution: (1) noncredit programs and continuing education units; (2) administrative structure; (3) residency requirements; (4) fee structure; (5) student classifications and degree credit; (6) counseling services; (7) special clientele programs serving prisoners, the elderly, business, labor and engineers, women, the disadvantaged and handicapped, and community college personnel; (8) associate degrees and certificate programs; (9) credit by examination and advanced placement; (10) credit for military service courses, programs given by noncollegiate organizations, or experiential learning; (11) external and non-traditional degree programs; (12) consortium participation; (13) off-campus, extension, Saturday, or evening classes; (14) independent study including correspondence courses; (15) accelerated courses; (16) auto-tutorial or computer-assisted instruction for self-paced programmed learning; and (17) use of media such as radio, television, audio and video cassettes, and electronic blackboard and telephone. (ELG)

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ADULT PART-TIME STUDENTS AND THE C.I.C. UNIVERSITIES

A Study of Credit and Degree Earning Opportunities
for Adults at Eleven Midwestern Universities

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NATIONAL INSTITUTE OF
EDUCATION

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FOREWORD

In June, 1973, we published the *C.I.C. Study of the Non-Traditional Student,* a detailed analysis of how 11 major universities were changing in response to the unconventional needs of new educational clienteles. Our hope was that this careful analysis—prepared by Deans Dewey B. Stuit and Robert F. Ray of the University of Iowa and Professor Russell Burris of the University of Minnesota—would encourage those concerned with non-traditional education to further reshape university policies to the benefit of these new kinds of students.

We cannot claim that all the changes chronicled in Dean Ray's current study have resulted from the impact of the earlier volumes; clearly, large forces have been at work. But there is ample evidence that the first study was taken seriously by those for whom it was intended and that real change resulted.

Whatever their causes, the changes which have taken place between the earlier study's data base year (1971-72) and that of the current study (1975-76) have been dramatic. Dean Ray also describes changes which took place in the 1976-77 academic year, during which he visited each of the 11 institutions and talked with many individuals who are involved in one or another aspect of the education of non-traditional students.

We are grateful to the College Entrance Examination Board for its support of both the 1973 study and the current one. We hope the new study will be useful to a variety of individuals in the CIC universities and to the larger higher educational community as well.

Frederick H. Jackson
Director
Committee on Institutional
Cooperation

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This study was made possible by a grant of funds from the College Entrance Examination Board of New York City. The author is grateful to the CEEB and to the Committee on Institutional Cooperation for this second such assignment which again has provided a substantial continuing education opportunity.

Further appreciation is expressed to those on each campus who read for accuracy the summaries of policies and programs which constitute the appendices. These were:

for the University of Chicago, C. Ranlet Lincoln, Dean, and Philip M. Nowlen, Associate Dean, University Extension;

for the University of Illinois—Urbana-Champaign, Alan B. Knox, Associate Vice Chancellor for Academic Affairs, and Director of the Office of Continuing Education and Public Service;

for the University of Illinois-Chicago Circle Campus, Tunis H. Dekker, Director, Office of Extension;

for Indiana University, Robert W. Richey, Dean, School of Continuing Studies;

for the University of Iowa, M. Dean Zenor, Associate Dean, Division of Continuing Education;

for the University of Michigan, Alfred W. Storey, Director, Extension Service;

for Michigan State University, Armand L. Hunter, Dean for Lifelong Education Programs and Director, Continuing Education Service;

for the University of Minnesota, Harold A. Miller, Dean, Continuing Education and Extension;

for Northwestern University, William C. Bradford, Associate Provost, and Ellen Corley, Dean, the Evening Divisions;

for the Ohio State University, Robert W. McCormick, Assistant Vice President, Division of Continuing Education;

for Purdue University, Frank K. Burrin, Director, Continuing Education Administration;

for the University of Wisconsin-Madison and the University of Wisconsin-Extension, Wilson Thiede, Provost, University Outreach, the University of Wisconsin System.

ADULT PART-TIME STUDENTS

and the

C.I.C. UNIVERSITIES

INTRODUCTION

This study was conducted as a sequel to *The C.I.C. Study of the Non-Traditional Student* which was published in June, 1973. Part I of that study "University Credit and Degree-Earning Opportunities for Adults" provided an inventory of 1972 policies and programs of the 11 universities that constitute the Committee on Institutional Cooperation.[1] This work, as was the case in 1973, is made possible by a grant of funds from the College Entrance Examination Board to the Committee on Institutional Cooperation.[2] The effort here is to provide an updated inventory of programs and policies and to note significant changes in the five year span between 1971-72 and 1975-76 (the statistical bases for the respective studies).

The C.I.C. universities are the University of Chicago, the University of Illinois, Indiana University, the University of Iowa, the University of Michigan, Michigan State University, the University of Minnesota, Northwestern University, The Ohio State University, Purdue University, and the University of Wisconsin. This study is concerned with the traditional members of the C.I.C.--the University of Chicago and the Big Ten--and, in the case of the University of Illinois, with the Urbana-Champaign and Chicago Circle campuses; in the case of Northwestern University, with the Evanston and Evening Divisions (Chicago) campuses; and, in the case of the University of Wisconsin, with the Madison campus and University of Wisconsin Extension.

During the 1976-77 academic year the campuses of the Committee on Institutional Cooperation (C.I.C.) were visited to determine their policies and to prepare an inventory of the programs through which adult part-time students may earn credit and bachelor's or master's degrees.

The institutions have much in common and yet they are quite different from one another in a number of ways. Two of them, the University of Chicago and Northwestern University are private institutions. Six of them are state supported land-grant universities--the University of Wisconsin, the University of Illinois, Purdue University, The Ohio State University, the University of Minnesota and Michigan State University. These universities provide the services of the Cooperative Extension Service for their respective states. The remaining three are state supported universities - the University of Iowa, Indiana University and the University of Michigan. By tradition and by design their missions are not the same, and it is not surprising that there are

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substantial differences among them with reference to their concern for the adult part-time student.

For the purposes of this study an "adult part-time student" is considered to be a person at least 25 years of age who, for reasons of family obligations, employment or other considerations, is unable to enroll on-campus for at least 12 semester hours in pursuit of a baccalaureate degree or at least nine semester hours for a master's degree.

Inasmuch as the Cooperative Extension Service does not offer courses for credit it is not considered here. Since all of the universities have substantial on-campus residency requirements for their doctoral programs such programs are also not considered here.

The appendices of this report consist of summary descriptions of the operations, policies and continuing education programs of each of the 11 universities.

NONCREDIT PROGRAMS AND AWARD OF CONTINUING EDUCATION UNITS

Continuing education programs provided by the C.I.C. universities are designed not alone to serve persons seeking credit and degrees. Many adults are better served through short-term learning experiences that provide no credit. Continuing professional education has become mandatory in a number of states and often those concerned seek to acquire further education in order to maintain licenses; to earn salary increments; or to continue in a professional status. Still others seek to learn more to up-date skills or business acumen; others seek cultural enrichment. Some are interested in meeting others with similar interests or concerns in civic and public affairs. The C.I.C. universities offer a very broad spectrum of conferences, workshops, institutes, demonstrations, concert and lecture series and certificate programs to meet these needs and interests. In 1975-76 at least 600,000 enrollments were recorded in such programs (exclusive of the offerings of the Cooperative Extension Services).[3]

In 1968 the National University Extension Association, the American Association of Collegiate Registrars and Admissions Officers, the U.S. Civil Service Commission and the U.S. Office of Education joined together in sponsorship of a national planning conference to study the possibility of defining a uniform unit of measurement for non-credit continuing education. Out of the meeting a national task force was formed and after two years the group issued a definition of the Continuing Education Unit to be used by educational institutions in the United States.

A Continuing Education Unit, by definition, may be awarded for each ten contact hours of participation in an organized (not-for-credit) continuing education experience under responsible sponsorship, capable direction and qualified instruction.

By 1975-76 most of the C.I.C. universities were awarding CEUs for participation in non-credit programs. The University of Chicago Board of Adult Education authorized the Center for Continuing Education to grant CEUs in 1977. Northwestern University's Medical School, Dental School and Evening Divisions were working jointly to establish a CEU record keeping system which, it was hoped, might be implemented in 1976-77. The University of Illinois Urbana-Champaign and Chicago Circle campuses do not award CEUs. All of the eight other universities award CEUs.

While the CEU is not convertible to college credit, credit courses may be converted to CEUs. The unit is useful in programs in support of mandatory professional continuing education in that the student is provided a record to substantiate participation. The postsecondary institutions in Iowa have agreed to the common definition of the unit and to a common format for recording the units manually or through a model common computer program. The University of Wisconsin Extension has evaluated all correspondence study courses and each has been given a CEU value.

In 1974 the Ohio Council on Higher Continuing Education recommended a plan for financing non-credit continuing education programs to the board of regents. Based upon studies of similar programs in Georgia, Virginia and Tennessee, it was recommended that the state subsidize non-credit programs at the rate of $20 per CEU generated beginning in 1975-76. The program was not approved by the general assembly, but the regents have proposed $1,600,000 for this purpose in their 1977-79 budget askings.

Insofar as the institutions are concerned, awarding CEUs results in a record-keeping procedure that gives a new insight into the extent of the non-credit continuing education effort. For example, Michigan State University awarded 89,500 CEUs in 1975-76. This represented 895,000 contact hours of teaching or 118,874 eight-hour days of teaching. To a very large extent the members of the faculties provide this instruction.

In recognition of this important aspect of academic mission, the Southern Association of Colleges and Schools requires use of the CEU in recording non-credit work and evaluates institutional support as a part of the accrediting process. The North Central Association recommends the use of a common standard.

While the Ohio Regents' proposal was the only one before a state legislature in the C.I.C. region in 1976-77, it seems likely that other proposals will be forthcoming - especially as more of the states adopt laws making professional, occupational, and vocational continuing education a mandatory requirement for licensure.[4]

ADMINISTRATIVE STRUCTURES

Over the last five years eight of the C.I.C. universities have engaged in full scale studies of their roles and missions in continuing education.

At the University of Chicago in 1972 a committee of nine distinguished faculty members, with Professor Cyril O. Houle as its chairperson, reported to the president of the university with regard to current and future goals for Extension. Matters considered included the following:

1. To provide complete degree programs for non-campus students

2. To aid part-time students to complete degree or certification requirements.

3. To provide continuing or re-establishment education for people engaged in the professions or the scholarly disciplines.

4. To provide the opportunity for individuals to broaden the base of their knowledge.

5. To provide continuing in-depth information for a broadly informed public or for special publics on current issues and new areas of knowledge.

6. To provide mid-life learning experiences of some depth for defined groups of adults.

7. To provide the opportunity for the development of new knowledge.

8. To improve the quality of the university's own performance of its functions.[5]

The committee did not recommend that the university embark upon extensive efforts to achieve each of the goals, rather, its thoughtful statement reviewed and placed into contemporary context the traditional and current roles of the university.

The University of Illinois, in 1973, established a new structure that replaced the former Division of University Extension. The university has three campuses. These are the Urbana-Champaign campus, the Chicago Circle campus and the Medical Center campus. The Cooperative Extension Service for Illinois has its headquarters at Urbana-Champaign. The new organization has resulted in a university-wide system for continuing education and extension as well as in new organizational patterns on each of the campuses.

At the university-wide level the structure is headed by the vice president for academic affairs and an associate vice president for public service (who is also director of the Cooperative Extension Service).

On the Urbana-Champaign campus the Office of Continuing Education and Public Service is headed by a director who is also an associate vice chancellor for academic affairs. At Chicago Circle an associate vice chancellor for academic affairs has been assigned similar responsibilities and the same is true at the Medical Center.

Assistant or associate deans in each of the colleges on the three campuses have been designated and given continuing education and public service program responsibilities and named to serve as liaison with the campus administrative offices. They also serve as members of each campus Council on Continuing Education and Public Service.

There is a university-wide council on public service as well. It consists of the vice president for academic affairs, the associate vice president for public service, the vice president for academic development, the executive director of the alumni association and the associate vice chancellors for academic affairs of the three campuses who have chief continuing education and public service responsibilities.

The structure gives recognition to the continuing education role of the campuses, the colleges, other academic units, and the Cooperative Extension Service, and is designed to provide a mutually supportive and coordinated system. There is a field network that is statewide. Ten regions have been designated and each is headed by a regional coordinator. The ten regions are the Cooperative Extension Service areas, and the coordinators work with "individuals, groups and other educational institutions in identifying needs and in matching them with appropriate university knowledge and programs." [6]

Indiana University has established the School of Continuing Studies. The school, headed by a dean, is the first such entity among the C.I.C. universities. Indiana University has campuses at Bloomington, Indianapolis, Richmond, Fort Wayne, Gary, New Albany and South Bend. The Fort Wayne and Indianapolis campuses are joint enterprises with Purdue University. The School of Continuing Studies is a systemwide vehicle through which continuing education activities are coordinated. It has degree granting authority and a faculty.

There are four objectives for the school. These are:

"I. To provide credit and noncredit, degree and nondegree continuing education, and extended studies programs, tailored to the economic, social and cultural needs of society, consistent with the overall objectives, resources and unique capabilities of the university.

"2. To extend higher education degree opportunities, through a variety of learning options to individuals who currently are not being reached or served through residential degree programs.

"3. To provide leadership, coordination and assistance in the implementation of continuing education and extended studies programs throughout the Indiana University System.

"4. To develop special certificate and degree programs of concentrations within existing degree programs to meet specific needs of adults which are not presently being met through existing residential certificate or degree programs."[7]

The school is an outgrowth of the Division of Continuing Education which it replaced. It performs its work through four divisions--a Division of Extended Studies, a Division of Continuing Education, a Division of Labor Studies and an Independent Study Division. The dean is advised by a systemwide Council on Extended Studies.

The school has developed and provides associate in general studies and bachelor of general studies degree programs which require no campus residency.[8]

The University of Iowa has changed the name of its Division of Extension and University Services to a Division of Continuing Education. The division has adopted a system of Management by Objectives and reorganized its correspondence study, off-campus classes and Saturday and evening classes operations into a Center for Credit Programs. Other units within the division are the Audiovisual Center, Broadcasting Service, the Bureau of Police Science, the Center for Conferences and Institutes, the Institute of Public Affairs, the Office of Community College Affairs, the Iowa Lakeside Laboratory, the Macbride Field Campus and the Bureau of Educational Research and Service.

The division and the colleges of the university have jointly appointed persons with continuing education responsibilities in the health-related colleges and business.

In 1975-76 the role of the University Extension Service at the University of Michigan and the role of the university in continuing education were reviewed. The concept of a single extension service was reaffirmed while more responsibility for services in Flint and Dearborn was given the faculties of the university's campuses at those sites. The Ad Hoc Control Board, consisting of representatives of the three campuses (vice president for academic affairs - Ann Arbor and the chancellors of the Dearborn and Flint campuses) was named to review programs in Flint and Dearborn.[9]

Michigan State University has extensively revised its administrative structure as a result of 67 recommendations made by a presidentially appointed Task Force on Lifelong Education. The president of the university served as chairperson of the task force named in February of 1972.

On June 20, 1975, the Board of Trustees adopted a policy statement which declared that the university "is committed to and will embrace lifelong education as a major institutional mission equal in importance to regular undergraduate and graduate instruction and research activities." The policy statement urged the academic colleges and departments to promote lifelong education to the fullest extent compatible with their resources and various fields of scholarship and declared the university would develop and support programs designed to assist the lifelong education efforts of other educational agencies within the community and throughout Michigan. The board authorized the establishment of the office of Dean of Lifelong Education programs - the appointee to report jointly to the president and provost of the university. Continuing Education Services will report to the newly established dean. In 1976-77 the Director of Continuing Education Services served as Acting Dean of Lifelong Education Programs.

The Cooperative Extension Service continues to report to the Dean of Agriculture and Natural Resources.

An assistant dean in each of the colleges serves as coordinator for continuing education and is jointly responsible to the dean of the college and the dean, Lifelong Education Programs. The state is divided into seven regions - each headed by a director who assesses needs and coordinates program delivery in the region served.

As in the case of the University of Illinois, this major reorganization and renewed commitment to continuing education has been implemented in efforts to encourage broad faculty and collegiate participation and responsibility while coordinating these efforts through newly established central adminstrative structures emanating from previously existing extension vehicles.[10]

No major changes in structure have taken place at Northwestern University, the University of Minnesota and The Ohio State University.[11]

At Purdue University in 1972, administrative responsibility for continuing education/ general university extension and the regional campuses centered in a vice president. The regional campuses were headed by deans. Now the regional campuses are headed by chancellors who report to the president of the university. At each regional campus (in Hammond, Westville, and with Indiana University at Indianapolis and Fort Wayne) there is a director of continuing education who reports to the chancellor of the campus. On the West Lafayette campus there is a director of continuing education administration who reports to the associate provost and dean for academic services.

There is a Continuing Education Coordinating Council consisting of the directors and headed by the associate provost. There are no direct lines of administration between the directors and the associate provost or between the directors and the director on the West Lafayette campus.[12]

In May, 1973, the Regents of the University of Wisconsin System adopted a policy statement outlining the continuing education and extension missions and responsibilities of University of Wisconsin Extension and the other 14 units (13 universities and the Center System of 14 two year institutions). They affirmed that there should be only one University Extension unit for the system, and they authorized each of the other units to provide credit and non-credit programs in their service areas of the state. University of Wisconsin Extension provides statewide non-credit programs and serves as the agency through which credit programs are made possible where a particular unit does not have the resources to do so. Among the land grant universities in the C.I.C., University of Wisconsin Extension represents a merger of general extension, Cooperative Extension and Radio and Television. It is among a very few universities in the nation that have merged general and Cooperative Extension services.

In the same statement of policy the regents authorized creating an agency in Extension, coordinate with the office of the vice president for academic affairs, a Regents Statewide University--an agency to plan and develop extended degree programs. They further called for the development of mediated instruction and media support for instruction on the unit campuses and affirmed Extension's responsibility to develop auto-tutorial courses and media supported courses for its statewide programs and in cooperation with the units (for example, in developing correspondence courses).[13]

The C.I.C. universities have, by and large, given careful attention to reviews of their missions in service to the adult part-time student. The appendices of this report provide extensive summaries or statements of policies and recommendations that have resulted in major changes in administrative structures.

If a trend can be said to have emerged, it would appear that most of the institutions have declared or reaffirmed the importance of continuing education as a mission of rapidly growing significance - a mission that merits administrative concern and representation in the highest levels of administration. There is a clear emphasis on a determination to assure quality by placing the efforts under the provosts or vice presidents for academic affairs. While responsibility for program development has been enlarged and made more explicit for colleges and other academic units there has, at the same time, been an affirmation or reaffirmation of the importance of an agency to coordinate overall efforts.

Because of the complexity of administrative arrangements, it is not possible to provide a precise statement of expenditures for continuing education programs of the 11 universities. It is clear that the cash flow for such operations administered by the central continuing education or general university extension agencies was in excess of 60 million dollars in 1975-76. Income from participants is still the chief source of funds for operations at most of the universities--it provides from 80 percent of the costs at one university to about one-third of the costs at the other extreme.

RESIDENCY REQUIREMENTS

The adult part-time student is most often a part-time enrollee because of obligations that make full-time enrollment impossible. Degree requirements which demand that the student be on the campus for extended periods of time are often the most difficult requirements to meet.

Most associate degree programs take the equivalent of two full years of study to complete—or about 60 semester hours or 90 quarter hours of work. Bachelor's degrees require about four years and master's degrees about one year and specialist degrees about two years of post-baccalaureate study.

Five years ago the C.I.C. universities generally required at least one full year of on-campus residency for the associate and baccalaureate degree and at least a term for master's degrees.

As the following will indicate, the term "residency" is being redefined at many of the universities. Five years ago the meaning was quite clear and explicit—residency denoted a place—*the campus*—and meeting residency requirements meant living on or near the campus and taking class work there.

Now, at many of the institutions, residency requirements may be met through courses taken at any site provided they are taught under the supervision or auspices of the university faculty. At some the courses may be "delivered" by television or radio or newspapers or other media and they may be counted in meeting the residency requirements provided the faculty has approved the offering and the circumstances under which teaching takes place.

The following summary provides an overview of policies as they apply to *most* but *not all* degree requirements. In the appendix for each institution the descriptions are more extensive and relate more specifically to degree programs by type.

Associate Degree—Residency

The University of Chicago, the University of Illinois, the University of Iowa, the University of Michigan, Michigan State University, Northwestern University and the University of Wisconsin-Madison do not offer associate degrees.

At Indiana University at least one-fourth of the 62 hours required for an associate in science degree must be done in the Division of General and Technical Studies. Work must be completed in six years. With the permission of the dean, general education requirements may be met through correspondence study. No on-campus residency is required for the associate in general studies degree.

Of the 70 quarter hours required for a University of Minnesota associate degree, 45 must be earned in University of Minnesota courses wherever or however the courses are taken.

The Agricultural Technical Institute at Wooster, Ohio, is the only site at which the Ohio State University offers associate degrees, and all work may be completed there.

Purdue requires associate degree candidates to engage in study under Purdue faculty or at one of the regional campuses for at least two semesters of courses regularly open to first and second year students. The requirement is met regardless of where or how the courses are taught as long as they are Purdue courses.

Bachelor's Degrees - Residency

Five years ago all of the C.I.C. universities required at least one year of on-campus residency for bachelor's degrees except for the University of Minnesota's University Without Walls baccalaureate degree (which, at that time, required no campus residency if the student could best complete work elsewhere).

The University of Chicago requires that 18 courses be completed in the College if the student is to achieve a bachelor's degree, and the last 23 of 45-48 courses for a Northwestern-Evanston campus degree must be taken on the Evanston campus (the last 11 courses must be in the college awarding the degree). The Evening Divisions of Northwestern University require that the last 30 hours of work must be completed through enrollment in its courses. Residency requirements for Evanston campus bachelor's degrees cannot be met through Evening Divisions courses.

At Michigan State University at least 40 quarter credit hours must be earned on the East Lansing campus after the student reaches junior standing in pursuit of a bachelor's degree. At the University of Illinois--Urbana-Champaign, the student must be in campus residency for the last 30 hours of work (or the first 90 semester hours) for a bachelor's degree and at the Chicago Circle campus for the last 45 quarter hours (or the first 135 quarter hours) for a bachelor's degree. To earn a degree at the baccalaureate level from one of the colleges on the Bloomington campus of Indiana University, not less than 26 credit hours of work in the senior year must be earned on that campus. No campus residency is required for the bachelor of general studies degree of Indiana University's School of Continuing Studies.

The University of Michigan, The Ohio State University and the University of Iowa have somewhat similar policies concerning bachelor's degree residency requirements. The University of Michigan requires at least half the credit hours for its B.A., B.S. and B.G.S. degrees must be earned "in residence," but residence credit is granted for courses taken on the Ann Arbor campus, courses taken at off-campus sites but directed by the university's faculty present on site and for courses in the summer independent study program. Thirty of the last 60 hours must be earned through campus residency. The Iowa policy requires the student to earn the last 30 hours, or 45 of the last 60 hours, or any 90 hours in residence, but credit earned in courses taught by members of the teaching faculty as off-campus classes or in the Saturday and evening class program counts as residence credit. No campus residency is required for the bachelor of liberal studies degree at the University of Iowa. The Ohio State University required students to be enrolled in residence the last two quarters for a bachelor's degree in 1971-72. Now the student must complete at least 45 quarter hours in the junior and senior years from The Ohio State University, but all credit earned through the courses offered by the university counts as residence credit regardless of the site at which the course is taught.

The University of Minnesota, Purdue University and the University of Wisconsin have policies that are very much alike. Each requires a number of hours earned under its auspices for baccaluareate degrees (Minnesota, 45 credits awarded by the university and 30 of the last 45; Purdue, 32 semester hours in Purdue courses open to third and fourth year students; Wisconsin-Madison, the last 30 hours); however, all courses offered by the respective faculties count in meeting residency requirements.

The Minnesota policy states that "all credit awarded by the university, regardless of the type of instruction, and regardless of the university unit through which the credit is offered shall count toward the credit requirement for the degree. This policy replaces the previous 'residence credit' requirement." The policy was adopted in November, 1973.[14] No campus residency is required for the Minnesota University Without Walls degrees.

The University of Wisconsin System Board of Regents' policy declares that "Since Extension courses for degree credit in every instance have departmental approval for both the course and the instructor, there should be no distinction between that course when offered on or off the campus, by regular class, media or independent study. Such courses should be accepted in transfer on the same basis as the equivalent course taken on campus at normal hours of instruction."[15]

In Indiana, by legislative enactment, no student is required to take courses on the home campus of Indiana University or Purdue University if the courses are available at a regional campus of the university in which the student seeks a degree. Purdue University counts for resident credit all work taken by a student taught by Purdue faculty members (Indiana University faculty members at Fort Wayne and Indianapolis where a "guest-host" arrangement exists), and this includes work taken in evening classes, off-campus, regional campus classes, and radio and television offerings.

Master's Degrees - Residency

The University of Chicago requires at least three quarters full-time work and nine or more courses for its master's degrees. Graduate work taken elsewhere is not transferable for master's degrees.

The University of Illinois--Urbana-Champaign requires the equivalent of 32 semester hours of work for most of its master's degrees. Eight to 12 hours may be transferred from other graduate colleges. At least half the work must be taken in courses meeting on the campus or in courses offered at other locations approved by the Graduate College for resident credit. These policies have been in effect since May, 1974, and they mark a significant change from those in effect five years ago. The new policy authorizes the Graduate College to approve the offering of any graduate course for residence credit at any location in the state of Illinois. To be approved, the department must certify the course can be taught with the same standards of quality as it would be taught on the campus (taking into account library and laboratory resources). The course must be taught by a faculty member or a qualified person approved by the department, and students are restricted to those who would be qualified to take the course on campus. Since inception of the program approximately 170 courses have been approved, and five departments now offer complete degree programs at sites off campus. The Chicago Circle campus of the University of Illinois does not have a procedure through which courses may be taught off-campus for residency credit for master's degrees. Of the 48 hours required for most master's degrees, 24 hours must be earned at the Chicago Circle campus.

The University of Iowa has adopted a policy similar to the Urbana-Champaign campus policy. However, it applies to Graduate College approval of whole degree programs (as opposed to a course by course approval procedure). No campus residency is required by the Graduate College for the master of business administration, the master of social work and the master of science in nursing (medical-surgical subtrack) when offered at designated sites. To achieve approval the department must assure sufficient interaction between the students and the graduate faculty. Apart from these programs, of the 30 hours required for most master's degrees, 24 hours must be earned under the supervision of the university and eight must be taken in on-campus courses. In meeting the 24 hour requirement a student may earn credit for off-campus work by:

1. doing research under the direction of the graduate faculty of the university;

2. doing field work as a part of the course work;

3. taking courses through extension taught by members of the graduate faculty;

4. by taking courses which would provide residence credit from Iowa State University or the University of Northern Iowa;

5. taking work at the Quad Cities Graduate Study Center from faculty other than Iowa Regents universities faculty (nine hours);

6. being a C.I.C. traveling scholar.

The Bloomington campus of Indiana University requires one full semester or two summer sessions in residence for its master's degrees. The Bloomington and IUPUI campuses are regarded as one campus for those seeking master's degrees in business and education. Only the Bloomington campus awards M.A. and M.A.T. degrees. The M.S. degree is awarded by both the Bloomington and IUPUI campuses. Eight hours of work may be transferred for M.A., M.S. or M.A.T. degrees (Indiana University graduates may offer 12 hours in transfer for the M.A.T. degree and nine hours may be transferred toward the M.P.A. degree).

At the University of Michigan 30 hours are required for most master's degrees. Six hours may be transferred from another graduate school. Six hours in one term must be earned in residence at Ann Arbor. The Graduate School of Social Work allows 14 hours to be transferred toward its M.S.W. degree.

A minimum of nine hours must be earned on the East Lansing campus for Michigan State University master's degrees. The requirement has been waived for its overseas programs and for the M.B.A. degree program in Detroit.

The University of Minnesota requires four to six quarters for completion of most of its master's degrees and three quarters in residence are required (two summer terms are the equivalent of a quarter for this purpose).

At Northwestern University the equivalent of three quarters of full time study (three or four courses each quarter) are minimally required for master's degrees, but most students find four quarters are necessary. Credit earned in another graduate school is not transferable to a Northwestern master's degree. In the Evening Divisions master's degrees may be completed in English, educational administration, instructional development and counseling. Fifty to 6[illegible] graduate level courses are available each semester but work taken may not be applied to master's degrees unless the student has been admitted to degree candidacy.

The Ohio State University requires that at least one half of the work for master's degrees must be done under the guidance of the university, and for most such degrees a minimum of two quarters must be in residence on the Columbus campus. All work for master's degrees in engineering, psychology, mathematics, statistics, physics, chemistry and computer science may be completed at the Dayton Graduate Center.

Purdue University requires master's candidates to complete two semester's work in classes taught by Purdue faculty members. This includes evening classes, off-campus classes, classes at the regional campuses, and radio and television offerings. Degree requirements are stated in "units." A unit consists of 13-18 semester hours and two units are required. Purdue accepts transfer credit from other universities, but it is subject to review and approval.

The University of Wisconsin-Madison minimally requires two semesters of resident course credit for its master's degrees. Such credit is earned by taking courses listed in the course timetable and regardless of when or where the instruction takes place.

It is clear that some of the universities have retained on-campus residency requirements and that others have adopted policies making it possible for the part-time student to have far greater access to degree-earning opportunities.

At the baccalaureate level six of the universities now allow residency requirements to be met if the courses are under the direct classroom supervision of the faculty, and three of the six have policies which recognize credit earned in their courses however it may be offered--in the classroom, through correspondence, radio, television, newspapers or other media.

At the master's degree level there has also been a move toward providing degrees—particularly in business and education—with less stringent on-campus residency requirements.

At both the bachelor's degree and master's degree levels there has been a keen concern that quality be maintained through faculty controls and approval procedures. Obviously not all courses can or should be offered at off-campus sites, but the trend would appear to be reflected in the Wisconsin Board of Regents' policy and the Minnesota policy which in essence declare that, since the faculties and the departments must approve courses and instructors for off-campus offerings, no distinction should be made in the credit earned insofar as degree requirements are concerned.

THE FEE STRUCTURE

The adult part-time student may elect to take courses on the campus if he or she lives within commuting distance and if courses are available at convenient times, or courses may be taken at off-campus sites, or through correspondence, or through media such as television, radio and newspapers.

The on-campus fee structures are different for in-state residents and out-of-state residents at the public institutions. No such distinction is made at the private universities. When on-campus fees are charged in terms of blocks of credit hours as opposed to charges on a per credit hour basis, the part-time student must pay the minimal charge even though he or she may be unable to take more than one course. Five years ago the University of Illinois, the University of Iowa and The Ohio State University charged fees on the basis of such ranges for on-campus work. Now the University of Illinois is the only C.I.C. university which charges on-campus fees on the basis of ranges. An undergraduate is charged for more than zero to five semester hours and a graduate student for more than zero to six semester hours (one and a half "units") at a flat rate.

All of the universities, including the University of Illinois, which offer courses off-campus or courses through correspondence have per credit hour or per course rates for such work.

Many of the insitutions have reduced rates for employees and some have reduced rates for persons over 60 or 65 years of age.[16]

STUDENT CLASSIFICATIONS AND APPLICATION OF CREDIT EARNED TOWARD DEGREES

When an adult decides to enter or return to higher education, he or she is quite often undecided with regard to a degree objective. The C.I.C. universities have devised a number of classifications for such students. Most of the universities require that credit earned in such classifications is subject to review when and if the student is admitted to degree candidacy. The classifications have, in most cases, a dual purpose. On the one hand they provide portals of entry for the adult part-time student. On the other hand, they are designed to prevent "end-runs" by those who seek to subvert regular admission procedures.

At the University of Chicago there is a "student-at-large" classification for both undergraduate and graduate students. Undergraduates may take up to three quarters of work in this classification and, if admitted to degree candidacy, work taken may be applied toward a degree through a petition process. Since 1972 there has been a major change in policy concerning work taken as a graduate student-at-large. Five years ago such work could not be applied toward a master's degree, but now, upon admission to degree candidacy, appropriate work may be applied through a petition process.

Chicago also has an extension-non-degree-student classification. If such students are later admitted to degree candidacy, their work may be applied toward degrees only through a petition process, and if they have paid lesser fees for work than on-campus students regularly are charged, they are billed the difference when credit is applied.

The University of Chicago also has a returning scholar classification. This applies to persons over 35 years of age. These are non-degree students and they pay half the regular fees. Courses are open to them on a space available basis. If they become degree candidates, they must pay the fee differential for courses applied toward the degree.

The University of Illinois--Urbana-Champaign and Chicago Circle campuses have an unclassified undergraduate non-degree student classification for those persons over 21 years of age who are unable to meet requirements for admission as degree candidates. Entry to the status requires permission based upon evidence of ability to undertake the work desired. Credit earned may be applied toward degrees if the student is later admitted to degree candidacy. Another classification is that of part-time student. Such students must meet admissions requirements, and work taken is appraised if the student is later admitted to candidacy at Urbana-Champaign. There is also a graduate non-degree student classification for students who do not seek degrees when enrolling. If degree candidacy is later achieved, the student may petition to have credit applied, but normally only 12 semester hours may be applied.

Indiana University has a special student classification for persons admitted as other than degree candidates as undergraduates and a continuing non-degree student classification for graduate students. When a special student has earned 12 hours on the Bloomington campus or 30 hours in the classification otherwise in the system, counseling is provided regarding degree programs. Continuing non-degree students are limited to eight hours of graduate work (nine in summer sessions). Work taken in these classifications is reviewed when and if the students become degree candidates and may be applied if appropriate.

The University of Iowa has an undergraduate non-degree student classification and when such students have acquired 30 semester hours of work counseling is provided by the College of Liberal Arts Advisory Office. An extension student at the University of Iowa is the off-campus counterpart of the non-degree student. Such students are enrolled as graduate or undergraduate students in off-campus classes or on-campus Saturday and evening classes through the Division of Continuing Education and must meet course prerequisites. Work taken may be applied to degrees when and if the student is later admitted to candidacy, and may be used to meet the on-campus residency requirements.

In 1972 the Iowa Board of Regents established the Regents' Universities Interchange Program - Traveling Scholars. The program is patterned after the C.I.C. Traveling Scholar program and provides that students seeking degrees at Iowa State University, the University of Northern Iowa and the University of Iowa may spend a year or a term as traveling scholars while making regular progress toward a degree at her or his "home" university. The program is somewhat similar to the Guest-Host arrangement on the branch campuses of Indiana University and Purdue University under which credit earned is accepted by either, regardless of the source of instruction.

The University of Michigan has a "students-not-candidates-for-a-degree" classification for those persons over 18 years of age who meet other admissions requirements, but who upon admission are not baccalaureate degree candidates. Work taken may be applied toward degrees if appropriate to the degree when and if such students are later admitted. Five years ago such students were called special students and work taken could not later be applied toward degrees.

The University of Michigan also has a non-traditional freshman student classification. Such students are freshmen who have completed high school at least three years prior to seeking admission. Those with 3.0 (B) grade averages in high school are excused from School and College Achievement Tests. Michigan is the first C.I.C. university with such a classification. Students are provided special counseling.

There is also a graduate extension student classification at Michigan for students who do not seek degrees when admitted. Only six hours earned may be applied toward a master's degree (ten hours may be applied toward education degrees) if the student later becomes a degree candidate. A degree candidate may earn all but the six hours of campus-residency courses through extension classes. The object is to provide appropriate counseling so that the student does not acquire a great deal of non-applicable credit prior to candidacy.

Michigan State University has part-time undergraduate and part-time graduate student classifications. These are students carrying fewer than 12 or nine hours in the respective classifications. If admitted to degree candidacy, appropriate course credit earned is applicable to degrees. Persons with bachelor's degrees who do not seek master's degrees may be admitted as non-degree graduate students. For master's degrees students must earn at least 30 quarter hours of credit as degree candidates; however, work taken (up to 15 quarter hours for most master's degrees) as a non-degree graduate student may be applied upon achieving candidacy.

At the University of Minnesota there is an adult special student classification. Usually adult specials are students 24 years of age or older. They are not degree candidates, but work taken may be later applied to bachelor's degrees. There is no adult special graduate student classification, but work taken at the graduate level in the first term of enrollment may later be applied toward master's degrees.

The classification of extension student at Minnesota is for persons who wish to take extension courses and who meet course prerequisites. Credit earned as an extension student is applicable to bachelor's degrees; however, at least 45 hours must be earned in Minnesota faculty supervised offerings.

Except for what a student may earn in his or her first enrollment as a special student, it is only after the student has been admitted to degree candidacy that credit may be earned toward a master's degree through extension classes and then only 12 hours may be earned in this manner. Some exceptions have been made to the "12 hour rule," but apart from the exceptions credit earned through extension classes is limited to 12 hours even though the courses are taught by members of the Minnesota faculty--often in their regular classrooms. As of April, 1977, the Graduate School has invited faculties to request exceptions to the 12 hour rule for specially planned degrees for part-time students.

The University of Minnesota has embarked upon an innovative program that provides a partial answer to the problem of an adult who may have a 12 to 16 year old child. For a three dollar fee the adult may register the 12 to 16 year old along with himself or herself. No credit is awarded the young registrant and the adult assumes reponsibility for judging the appropriateness of the courses.

Northwestern has a special-student-undergraduate classification for persons who are not degree candidates but who wish to take courses. By petition work taken may be applied to degrees when and if admission to candidacy is attained.

There is also a special student-graduate classification. Credit earned may be transferred elsewhere; however, such credit may not be applied to master's degrees except by petition.

Most of the students in the Evening Divisions are part-time students and work taken is applicable to Evening Divisions degrees.

The Ohio State University has a special student classification for persons who wish to take courses but are not bachelor's degree candidates. These students enroll through the Division of Continuing Education. Work taken is not applicable toward a degree unless and until the student becomes a degree candidate. After 45 hours have been earned the student is counseled concerning degree programs.

The university also has graduate non-degree student and special graduate student classifications. Work taken as a graduate non-degree student may later be applied if the student becomes a degree candidate, but no more than ten hours may be applied. Work taken as a special graduate student (who has met the admissions requirements to the degree program) may be counted without limit if appropriate to the degree should the student become a candidate.

A student enrolled through Continuing Education may take upper-division-graduate level courses prior to being enrolled in the Graduate College, but work taken may not be applied toward master's degrees.

At Purdue there is an undergraduate non-degree student classification for persons who are not degree candidates. No more than seven hours per semester may be taken by such students on the Lafayette campus. Persons admitted to this status are "mature" persons (*i.e.* have been out of high school for two years of more). The maturity aspect is not required for this status on the regional campuses and students may take up to nine hours per semester as non-degree students.

There is also a temporary graduate student classification at Purdue for non-degree students. If later admitted to candidacy, no more than nine hours earned as a temporary graduate student may be applied toward a degree.

The University of Wisconsin has a guest student classification for persons who are not degree candidates and who audit courses. Credit is not awarded. Persons under age 62 pay half the undergraduate resident fee and persons over 62 years of age pay no fees.

Persons who are not degree candidates but who wish to take courses for credit at the University of Wisconsin-Madison are classified university special students. This applies to undergraduate and graduate students. Undergraduate credit may be applied to a degree if appropriate to the degree when and if the student is admitted to candidacy. Generally, work taken at the graduate level is not applicable to master's degrees--such students do not earn residence credit toward master's degrees. The fee for university special students is the undergraduate resident fee. If work taken is later applied toward a master's degree, the student would be required to pay the fee differential.

It is clearly the trend among C.I.C. universities to allow credit earned in other than regular student classifications to be applied toward degrees if the credit earned is appropriate to the degree objective.

All of the universities have policies designed clearly to inform enrollees concerning the application of credit earned prior to degree candidacy. All seek to enhance and maintain the integrity of their degree programs by encouraging students to become degree candidates when a certain number of hours have been acquired in special non-degree student classifications.

The institutions may wish to review their policies, especially those which severely limit or deny credit applicability because of the classification of the student when the credit was earned from courses taught by the institutions's own faculty. To do so, and to liberalize such policies, would take into account the special problems of adult part-time students, and to do so would not require in any sense the diminution of requirements for degree candidacy or achievement. To seek a degree as a part-time student requires special diligence and commitment.[17]

COUNSELING AND ADVISING SERVICES

Perhaps no group of students served is in greater need of counseling and academic advising services than the adult returning to postsecondary education. Such students have, in many cases, been away from the higher education community for a number of years. They are in need of information concerning the labor market and careers. They often sense a need to change their objectives in the world of work, and, of course, they seek to become prepared for positions with higher incomes and greater personal satisfactions.

The universities have changed since the time that many adults may last have made inquiry concerning opportunities to earn credit and degrees. The internal policies of the institutions have changed, but often the changes have been made in terms of exceptions allowed for certain types of students under certain circumstances, and the rules and regulations are often complex and difficult to understand.

In addition, the adult wishing to return is besieged by proposals to earn degrees from institutions that are often far away, and the programs may lack quality controls.

There is, therefore, a need for careful individualized appraisal of former college work, knowledge acquired for which credit might be awarded, and the development of a clearly understood program to be pursued.

Several of the C.I.C. universities provide special counseling services for the students who enroll through their continuing education or extension agencies. In many cases counselors are appointed through joint arrangements with the student counseling services.

Perhaps the most comprehensive service on-campus in an urban setting is provided by the University of Minnesota. There Continuing Education and Extension has a counseling staff that consists of a director, an associate director, four full-time counselors, four three-quarter-time counselors, two quarter-time counselors and three program advisers. In 1975-76 these persons provided services to 10,858 interested individuals--more than 4,800 more than were served in 1971-72. Counseling is available four times a week during evening hours. Services are provided without fee to current and prospective extension students. Professional counseling and testing services are available to those with personal concerns; those who seek help in educational and vocational planning; and to those who seek to learn more about their abilities, interests and personalities. Transcripts are evaluated. Arrangements are made for examinations for credit.

The most extensive field service is provided by the University of Wisconsin-Extension through its Community Based Educational Counseling for Adults (CBECA) programs. The service began in 1972 and now extends to 32 Wisconsin counties. The program is staffed by 17 educational counselors, primarily on a part-time basis. Others serving are residents of the area served, and they are provided training in basic counseling skills and provided information concerning resources. The object is not alone to provide services to current or prospective University of Wisconsin system students--rather it is to help adults learn about all types of educational resources and to help them overcome barriers to further education. In 1975-76 services were provided in 130 communities, and clients enrolled in more than 50 institutions. More than 1,880 persons who were new clients and hundreds of others from prior years were served.

At the University of Illinois a computer-assisted counseling service was being planned in 1976-77. It is hoped that an "Inquiry Center" may be located in each of the ten regional offices of Continuing Education and Public Service. Each center would have a counselor-aide, and a course description of each course available in a distance-delivery format would be available for read-out on an optical scanner. Other services would provide educational information, occupational information (including educational requirements and labor market trends), a self-information system (allowing the client to take tests through the computer in such areas as aptitudes, interests and values), and supportive services information (including information about credit by examination, financial aid, child care services, health services and counseling services). Funds were being sought from foundations and other sources to implement the program.

Purdue University in 1976-77 was installing a new computer with multiple terminals that would make possible such a system as the System of Interactive Guidance and Information of the Educational Testing Service.

In implementation of a recommendation of the 1973 Task Force of Lifelong Education, Michigan State University has established a resource and referral service for adults. The service provides information concerning entry and re-entry to the university; the transfer of credit; residency requirements; counseling services; placement services; and programs of study. A toll-free telephone service is planned in cooperation with other campus academic and service units. The service operates through the office of the assistant dean of Lifelong Education Programs.

Services are provided on both the Evanston campus and the Chicago campus by the Evening Divisions of Northwestern University. Counseling, career planning and academic advising are available from 9 a.m. to 7 p.m. in Chicago and 9 a.m. to 5 p.m. in Evanston.

At the University of Iowa and Indiana University all services available to full-time students are available to part-time students on the campus. Indiana has a half-time counselor on the Bloomington Campus and students in the A.G.S. and B.G.S. programs on other campuses are served by counselors appointed on a half-time basis. Iowa has one half-time counselor in a joint arrangement with the university's counseling service, and provides a toll-free telephone service through which off-campus class students may speak to counselors and instructors. A part-time academic counselor serves Iowa students in the Council Bluffs area. The Iowa admissions office provides evaluations of transcripts without charge to prospective part-time students.

At the Chicago Circle campus and the Urbana-Champaign campus of the University of Illinois all counseling and advisory services available to full-time students are available to enrolled part-time students. Students enrolled may seek the services directly or be referred by the continuing education agencies.

Non-degree students receive assistance through the admissions offices of the campuses of Purdue University and through the office of the dean of Extension at the University of Chicago.

The University of Michigan provides counseling on the Ann Arbor campus through the Center for Continuing Education of Women; through the admissions office (where one counselor has primary responsibility for serving part-time undergraduate students including those admitted to the Nontraditional Freshman Student program); Extension Service personnel and members of the faculty engaged in off-campus teaching. A full-time faculty member in Grand Rapids provides counseling to part-time students. Faculty advisers travel to each of the five regional centers at the beginning of each term to advise students.

The Ohio State University provides services to all currently enrolled persons and to those enrolled within the past year in evening degree programs at Columbus. The Office of Testing and Evaluation operates special evening sessions each quarter. Students in the evening program are eligible for student health services. For all new entry part-time credit-non-degree students, the Division of Continuing Education provides academic counseling service and directs students to other services. Students registered in the Division are eligible for testing services if the application fee has been paid.

All of the institutions provide academic counseling through the colleges and departments when part-time students become degree candidates.

At most of the universities there has been a clear trend toward providing professional counseling services for the part-time student. Five years ago, Purdue, Michigan, Iowa, Indiana and Minnesota provided services for women returning to higher education as on-campus services and Minnesota and Wisconsin were the only institutions with full-time or part-time counseling staffs providing services without charge. In the developments since then there has been an emphasis upon the hiring of professional counselors to serve the part-time student enrolled in continuing education offerings both on and off the campus. Especially imaginative and promising are the Community Based Educational Counseling for Adults program of the University of Wisconsin and the computer-assisted Inquiry Center program proposed at the University of Illinois in terms of reaching prospective students at convenient sites.[18]

SPECIAL CLIENTELE PROGRAMS

The 11 universities have responded in a variety of ways to the needs of identifiable groups with continuing education needs. As noted above, many of these needs are best met through programs that are not for college credit, and many are in the area of counseling and advising.

Some clearly identifiable groups are served by credit programs designed to meet their particular needs.

Opportunities for Prisoners

The Division of Independent Study of Indiana University provides correspondence courses for prisoners in Indiana at a charge of one dollar per course.

The University of Minnesota provides opportunities for prisoners in the St. Cloud State Reformatory and the Minnesota Metropolitan Training Center at Lino Lakes to earn credit applicable toward degrees while in prison and upon being paroled or placed on a probationary status by a court. In 1975-76 the Minnesota legislature provided $136,000 for the prison program for those paroled or on probation. County support funds for persons on probation provided an additional $66,000. The on-campus male clientele live in a half-way house, and there is a community sponsored program for women who live in a half-way house in St. Paul. The program is called Project Newgate. Between 1970 and 1976 there were 209 persons paroled or on probationary status in the half-way house. Ninety had earned associate degrees, 12 had earned bachelor's degrees and another 75 had earned 90 quarter hours or more of credit but had not met course distribution requirements for degrees. The program includes counseling, extension classes and correspondence study courses.

Through a special legislative appropriation the fees for prisoners at St. Cloud Reformatory, Stillwater State Prison and Shakopee Women's Reformatory are paid at the regular tuition rate for correspondence study and, in recent years, about 100 are regularly enrolled in such work (90 percent at the college level, ten per cent at the high school level).

Prisoners in the Mansfield Correctional Institution attend classes on the Mansfield campus of the Ohio State University.

The Community Based Counseling Service of the University of Wisconsin Extension has provided counseling service to prisoners and arranged for G.E.D. materials and tests.

The Rehabilitation Education Services Branch of the Iowa State Department of Public Instruction pays fees for qualified students in the credit programs of the University of Iowa's Division of Continuing Education.

Opportunities for the Elderly

The University of Chicago has embarked upon a program for persons over 35 who have not been degree candidates for at least ten years. The program is known as the Returning Scholar Program. Students upon enrollment are not degree candidates. They pay half the usual fees and take regular courses on a classroom-space-available basis. Full credit is awarded. Since 1973-74 about 450 persons have been enrolled and 12 have become degree candidates (students pay the tuition differential when they become degree candidates).

Ohio and Minnesota have passed laws concerning educational services to the elderly. Persons over 62 years of age in Minnesota and those over 60 in Ohio may take courses that are not for credit without charge, and in Minnesota the charge may not be more than $2 per credit hour for those who wish to take credit-bearing courses. In implementation of the act the University of Minnesota has created an Older Adult Program which works cooperatively with other colleges and universities and social agencies in the area. The University of Michigan charges one-half the tuition rate to persons over 65 in its correspondence and off-campus classes. Michigan State University charges no fee to persons over 60 in its non-credit offerings and Indiana charges half rates for such programs to persons over 65 years of age. Most such programs provide the reduced rates on a space-available basis.

The University of Iowa and 24 other colleges and universities in Iowa will provide an "Elderhostel" program in the summer of 1977. The first such program was sponsored by the University of New Hampshire in 1975. The program provides classes for persons 60 years of age and their spouses. While the classes are usually not for credit, some may be offered for credit. Students live in dormitories which become "hostels." Members of the faculties do the teaching of subjects chosen to emphasize new outlooks. Elderhostelers are encouraged to move from campus to campus. Iowa Program Impact (Title I of the Higher Education Act of 1965) provides funding and participants are charged $65 per week for room and board. It is hoped the participants may wish to enroll for other offerings either for credit or not for credit after what will be a portal experience in higher education for many of them.

Opportunities for Business, Labor and Engineers

Master of business administration or executive M.B.A. programs or both are provided by most of the universities either on the campus or in population centers in time frames and at sites convenient to those enrolled.

Indiana University offers its associate and bachelor of general studies degrees with a concentration in labor studies. These require no on-campus residency.

Purdue and Wisconsin have post-baccalaureate professional development programs for engineers and the University of Iowa has a guided self-study program for engineers. Northwestern provides degree programs for engineers with courses offered at convenient times.[19]

Opportunities for Women

Indiana University's School of Continuing Studies has an Office of Continuing Education for Women and its services are systemwide. It provides counseling services and specially designed short courses, conferences and seminars that are not for credit.

At the University of Iowa the director of the Saturday and Evening Class program provides opportunities for women to discuss problems peculiar to their return to higher education, and counselor service is provided.

The Center for Continuing Education of Women at the University of Michigan works with the College of Literature, Sciences and the Arts in scheduling courses on the Ann Arbor campus. In evening hours it is possible to complete the first two years of college work. In 1975-76 the center provided scholarship assistance to 22 persons in awards of $500 to $2,000. Awards are made to women whose undergraduate or graduate work has been interrupted, and may be used for full-time or part-time study on any of the university's campuses. Michigan State University provides Mildred B. Erickson fellowships to women who wish to take four quarter hours of study.

The University of Minnesota has the most extensive program for women. The budget for 1976 was about $203,000 (of which income was anticipated at $145,000).

Counseling services and both credit and non-credit programs are provided. The program consists of guidelines courses (not for credit); regular courses for credit offered in downtown Minneapolis; year-long interdisciplinary credit courses; neighborhood seminars (not for credit); a "Brown Bag" program of noon-time courses; and special seminars for men and women on weekends. In 1974-75 registrations increased 35 percent over 1973-74, and in 1975-76 they were up another ten percent to 4,591, of which 1,235 were for credit offerings.

The Ohio State University has three agencies providing special services to women. Women's Services in the Counseling and Counsultation Services area offers personal development counseling. The Office of Women's Studies coordinates development of courses in the area of women's studies. The Continuing Education Division Women's Programs provides entry counseling services with a three-quarter time coordinator employed at Columbus. There are similar arrangements at Mansfield and Lima.

Originally designed to serve women, the Purdue SPAN plan provides counseling services and a scholarship program for spouses of students. Since 1968 about 450 spouses have received grants enabling them to take courses. The program offers a freshman counseling program on the importance of planning lifelong learning.

Opportunities for the Disadvantaged and Handicapped

The University of Minnesota provides credit courses at two sites in the metropolitan area, serving five neighborhoods designated as low-income areas. Courses are provided on a tuition-free basis. The legislature provides about $170,000 in support of this effort on the part of the Department of Community Programs in Continuing Education and Extension. The university also has a tuition assistance plan available to the elderly, prisoners and persons who have not the means to take courses. Persons beyond the 18-22 year age span are given priority consideration but participants have ranged in age from 18 to 69. The legislature appropriated $80,000 for this program in 1975-76, four times the available sum in 1971-72.

The Ohio State University provides special support services to the handicapped, including bus service in the Columbus area, and part-time students have access to the services.

Michigan State University and the University of Wisconsin Extension provide reading service for the sight-handicapped through a sub-carrier system in connection with their broadcasting facilities, and the University of Iowa has plans to do so after its FM broadcasting station moves to full power in July, 1977.

Opportunities for Community College Personnel

The University of Iowa and the University of Michigan provide workshops and credit courses for community college professors and administrators. Both publish newsletters.

The above programs are cited as illustrative of special programs designed to meet the needs of identifiable groups. There are many more. In the section below concerning associate degree and certificate programs, other groups are identified.

In the past five years there has been marked growth in services to the elderly and programs for women have been maintained and strengthened as have programs for prisoners.

Most of the programs could be replicated and some suggest avenues for inter-university cooperation.[20]

ASSOCIATE DEGREE AND CERTIFICATE PROGRAMS

Four of the C.I.C. universities offer associate degrees. These are Indiana University, Purdue University, the University of Minnesota and the Ohio State University (through the Agricultural Technical Institute of Wooster). The University of Wisconsin-Center System consists of 14 two year institutions, but the University of Wisconsin-Madison does not offer associate degrees.

The four universities that do offer associate degrees have extensive programs. The programs are particularly large in the case of the Indiana C.I.C. members, probably because that state has not witnessed the same growth in junior and community colleges that has marked the other C.I.C. states.

It is not suggested that the C.I.C. institutions ought to offer associate degrees in every case, but it is important for them to consider the importance of credentials to the part-time student and to the employers of such students. Progress toward a degree is a slow process for most adult part-time students.

Further, many persons who begin as full-time students on the campuses drop out or stop-out of the universities for a variety of reasons including unforeseen family and personal circumstances.

Some of the C.I.C. universities have imaginative programs for such persons. These include certificate programs and, where they are provided, associate degree programs.

Northwestern University's Evening Divisions has three 30 hour certificate programs—arts and sciences, accounting and administrative techniques. There are also two year certificate programs requiring 60 to 64 hours in arts and sciences, business and pre-engineering.

The University of Wisconsin-Madison provides a certificate of Junior Graduate in Liberal Studies upon completion of 60 credits in the College of Letters and Science. There is little demand for the certificate, but it does provide a stop-out credential for those who may wish to return at a later time. Independent Study also provides a certificate program in business that may be earned through correspondence study.

The University of Minnesota has 33 credit based certificate programs. Requirements range from nine to 90 quarter hours of work. In 1975-76 there were 1,354 enrollments in such programs and 298 were awarded certificates. Through correspondence study, certificates may be earned in general studies, liberal arts, mathematics and science, and in fire protection and police administration. Whether through correspondence or other study, appropriate credit earned is applicable to degree programs.

The University of Michigan offers a Specialist in Aging certificate which requires 14 hours of interdisciplinary work in fields related to gerontology. Michigan State University's Institute of Agriculture Technology has nine certificate programs in agriculture which require 12 months of intensive classroom and laboratory work and six months of placement training. The University of Wisconsin-Madison has a similar program in agriculture called the Middle Course which requires 64 credits, and the student is designated a Graduate in Agriculture upon successful completion of the program.

Indiana University has a certificate program in general studies and an associate degree in general studies which may be completed in one and two years respectively. These are offerings of the School of Continuing Studies and may be completed without campus residency.

The associate in arts degree of the General College at the University of Minnesota may be completed through extension classes and correspondence study. Such courses are also applicable to the associate in liberal arts degree of the College of Liberal Arts.

While The Ohio State University offers associate degrees only at its Wooster Agricultural Technical Institute, the Division of Continuing Education provides extensive offerings through its credit non-degree program. In 1971-72 there were 4,818 enrollments on the Columbus and regional campuses. In 1975-76 the number had risen to 8,782. A certificate of achievement is awarded persons who complete 30 quarter hours of work in business/industrial management on the Mansfield campus.

Among the most imaginative programs to be devised among the associate degree granting institutions in the C.I.C. is the "Type B" associate degree program at Purdue University. A student, having completed three or more semesters of regular undergraduate work and who plans to withdraw temporarily or permanently, has the opportunity of taking an additional semester (known as the "career" semester) of specially planned work and earning a Type B associate degree. Such an option is available in agriculture, engineering, industrial management and the School of Consumer and Family Sciences. Half the work toward a bachelor's degree must be completed in terms of hours and the schools involved provide comprehensive counseling in development of a curriculum for the career semester of work in courses with a substantial occupational emphasis. All courses taken are applicable to further degree work upon the student's return.

The universities in the C.I.C. may wish to review their continuing education credit programs with a view to providing significantly larger numbers of certificate programs which are not competitive with community college programs but which reflect the special competencies of the universities. This would not require extensive course development. It would require imaginative curriculum packages designed to meet special needs in certain paraprofessional areas and the needs should be carefully surveyed. In the area of cultural enrichment, the liberal arts and general studies, one year certificate programs in a number of fields could be devised for completion through correspondence study, evening and off-campus classes. In many cases programs could undoubtedly be devised in cooperation with community colleges which would reflect a wise use of the resources and competencies of such institutions and the universities as well.

For those universities which offer associate degrees, the Type B program of Purdue University marks a significant development in new options. For those without associate degree programs the imaginative and extensive certificate programs of the University of Minnesota provide a worthwhile model.[21]

CREDIT BY EXAMINATION AND ADVANCED PLACEMENT

At many of the C.I.C. universities the part-time student may earn credit through the successful passing of examinations.[22] These include College Entrance Examination Board Advanced Placement tests, College Level Examination Program tests, other standardized tests and departmental examinations. There would appear to be a trend among the universities to provide greater opportunities to earn credit through examinations of one type or another. Among most of the public institutions from one-fourth to three-quarters of the work required for bachelor's degrees may be earned in this way if the student is capable of passing the tests.

The universities may wish to review policies which restrict such opportunities to campus degree candidates. The adult part-time student will find it difficult, in many cases, to understand exactly the rules and regulations that apply to the earning of credit by examination.

Advanced Placement - College Entrance Examination Board
Advance Placement Examinations

All of the C.I.C. universities provide credit on the basis of scores achieved on the CEEB advance placement examinations. Usually credit is awarded only for scores of three, four or five.

The bulletins and catalogs of the universities do not indicate how a part-time student who has been away from high school for a number of years may acquire advanced placement or credit through CEEB examinations.

The policies of the institutions are presented for each in the appendices. It would be helpful to the part-time student if the bulletins of the universities contained statements that clearly indicated whether or not CEEB advanced placement examinations have credit or placement value for students who have been out of high school for a period of time, and procedures to be followed if they have such value.

The College Level Examination Program (CLEP)

There is no common policy among the 11 universities concerning the award of credit on the basis of scores achieved on the College Level Examination Program tests. All of the C.I.C. universities use the examinations in one way or another.

The University of Chicago and Northwestern do not award credit on the basis of the subject or general examinations. They do, however, use the CLEP tests as a basis for admission to their master's programs in business. The University of Chicago Graduate School of Business, for its 190 M.B.A. program and its Executive M.B.A. program, requires persons admitted to have bachelor's degrees, or 90 semester hours of liberal arts credit and satisfactory scores on the Admission Test for Graduate Study in Business, or (for persons who meet neither of those requirements) if the student is more than 25 years of age, a total score of 2,780 on CLEP general examinations. The total score components are scores of 600 on the social sciences-history examination, 470 on the humanities examination and 570 on each of the other general examinations in English composition and mathematics-science. If the score is below the minimum on no more than one component and the total is 2,780, the applicant may still be admitted. Anyone who achieves on this basis may be admitted regardless of prior formal education achievement. The same score is required for such persons who apply for admission to the Northwestern Executive M.B.A. program.

If no CEEB advanced placement scores are available, the departments on the Northwestern Evanston campus may award credit on the basis of CLEP exaiminations used to certify mastery of college level material. A student transferring from a non-accredited institution may take CLEP examinations to verify credit awarded there, and Northwestern credit may or may not be awarded. CLEP performance is recognized only for college level courses actually taken. In the Evening Divisions six semester hours of credit may be earned for each of the general examinations passed at a score of 550 or better (600 or better on the English composition examination). Three semester hours may be earned for passage of the subject examinations at the fiftieth percentile (national norms). CLEP credit applied by the Evening Divisions or by another institution is not transferable to an Evanston campus degree.

The University of Illinois--Champaign-Urbana does not award credit for subject examinations, but, on the basis of college policies (which vary) credit may be earned in the general examinations. CLEP credit for either general examinations or subject examinations is accepted in transfer if the transfer student has attempted 12 or more hours in college parallel work. At the Chicago Circle campus credit is awarded for acceptable scores on both the general and subject examinations --up to 45 quarter hours may be so earned.

Indiana University awards credit for only one of the general examinations, but allows credit for a large number of the subject examinations, and accepts credit earned through CLEP on transfer students' transcripts if the scores are 53 or higher (the on-campus required score at Bloomington).

At the University of Iowa the core course requirements for bachelor's degrees may be earned through CEEB advanced placement examinations and CLEP examinations (up to 32 semester hours), and an additional 16 semester hours may be earned in the major field, for a total of 48 hours of credit by examination.

The University of Michigan awards credit for only five of the subject examinations, and the university accepts in transfer only the same five - passed at the Ann Arbor required level. Students may petition to have subject examination credit only after they have been at the university at least one term after transfer. If transfer students have been awarded credit for general examinations at other institutions, admissions office personnel confer with the concerned departments in determining if the credit will be accepted.

Five years ago Michigan State University awarded credit on the basis of scores achieved in only five CLEP subject examinations. Now 22 examinations are accepted in addition to four of the general examinations. Up to 45 quarter hours may be earned through CLEP.

Colleges within the University of Minnesota have varying CLEP credit policies with regard to both general and subject examinations.

The Ohio State University awards credit on the basis of 17 of the subject examinations, and any student in a degree granting college or in the Continuing Education Division may have CLEP credit entered on transcripts.

Purdue awards credit for acceptable scores on 20 of the subject examinations, but not for the general examinations.

The University of Wisconsin-Madison awards credit for four of the general examinations and eight of the subject examinations.

A review of the policies of the 11 universities reveals that, generally, those that award credit award advanced standing or excuse students from courses if scores do not meet their standards for credit.

In appraising their CLEP credit policies, officials should keep in mind that the CLEP concept was developed with the adult part-time student in mind. Policies, however, have largely been developed to apply to the on-campus full-time student--often allowing credit for the examinations to be entered on transcripts only after the student has become a degree candidate or has passed a certain number of courses for credit. The Ohio State University policy of allowing CLEP credit to be entered on the transcipt if the student is enrolled in a credit course as a continuing education student (provided, of course, the score requirements are met) would appear to be most consistent with the purposes that prompted the development of CLEP.

Other Standardized Examinations

The University of Illinois--Champaign-Urbana allows students to satisfy the rhetoric requirement through successful performance on the American College Testing (ACT) English subtest.

Students who score well on the College Entrance Examination Board Achievement tests may earn advance placement in English and biology and may earn credit in foreign languages at Indiana University. At Purdue, five hours of mathematics credit may be earned by scoring at least 580 on the CEEB Achievement Test. Six schools at Purdue allow such credit to be awarded entering students.

A student whose subscore in English is 27 on the American College Test, or whose verbal subscore on the Scholastic Aptitude Test is 623, is awarded four hours of credit in English at the Chicago Circle campus of the University of Illinois. ACT scores are used as a basis for placement in rhetoric at the University of Iowa, and a score of 23 on the ACT mathematics test satisfies the College of Liberal Arts mathematics requirement. The Ohio State University awards five hours of credit in English (and students are excused from freshman English) for a score of 26 or above on the ACT English test, and high scores in English and mathematics ACT tests make the student eligible for additional nominations for credit.

Departmental Examinations

Most of the 11 universities have policies which allow students to earn credit through departmental examinations. In general their policies are more liberal in this regard than are their policies concerning standardized tests.

At the University of Chicago students may take courses at the level of their abilities and, in some departments, combined bachelor's and master's degrees may be earned in four years or less.

The Chicago Circle and Urbana-Champaign campuses of the University of Illinois provide examinations for credit in most courses open to freshmen and sophomores. At Urbana-Champaign more than 330 courses may be challenged by examination. In addition to on-campus students, students previously enrolled and who are currently enrolled in a correspondence course may take the examinations.

Indiana University students may request the opportunity to take examinations over lower division courses, and with permission of the instructor over intermediate and upper level courses. There is no limit on the amount of credit that may be earned.

The University of Iowa policies provide that 16 hours of credit may be earned in the student's major in addition to 32 hours of CLEP credit and CEEB advanced placement credit (total of 48 hours).

In 1974, the Extension Service at the University of Michigan was designated as the agency to administer a credit by examination program. In 1975-76 there were 249 examinations given and 191 students received credit. No more than 60 hours of credit toward a bachelor's degree may be earned in any combination of CLEP credit, CEEB advanced placement examination credit, departmental examinations, extension courses, correspondence study, off-campus independent study and credit transferred from other accredited institutions.

Michigan State University provides examinations through which the general education requirements for baccalaureate degrees may be met. If the student passes the examinations with a grade of C, the course requirement is waived and advanced courses may be taken (the 180 credit requirement for degrees is not reduced). If a grade of A or B is earned, the student may receive credit toward the degree; but tuition is charged at the current rate for resident or nonresident students. Part-time students are allowed to take the examinations.

Currently enrolled students at the University of Minnesota (including those in Continuing Education and Extension credit courses) may take course examinations for credit. Such tests are available for almost all courses in the College of Liberal Arts curriculum. The student must have instructor or departmental approval to take the tests. Credit is awarded if the examinations are passed with a grade of C or better. There is no limit to the amount of credit that may be so earned, but such credit may not be applied in meeting the 45 hour university credit requirement for undergraduate degrees. In 1975-76 there were 141 students in extension courses who earned credit by examination.

In the fall of 1976-77 the Testing Center at the Ohio State University administered 47 course examinations for 23 departments. Students registered in the Continuing Education Division may take the tests. Credit by examination (CLEP, CEEB-AP, and departmental examinations) is limited to 45 credit hours. By petition the number may be increased.

Any student at Purdue may request the opportunity to challenge any course for credit by examination. Students who rank at or above the eightieth percentile of their high school graduating classes or who score at or above 550 (580 in mathematics) on the Scholastic Aptitude Tests are encouraged to take special examinations for credit. These tests cover core course requirements for bachelor's degrees. A non-degree student may take them.

Departments in the institutions in the University of Wisconsin system may provide attainment examinations over elementary and intermediate level courses. Students who are not degree candidates, *e.g.,* University Special Students, may sometimes take the examinations.

The Evening Divisions of Northwestern University will award up to 60 hours of credit earned in any appropriate combination of CLEP credit, CEEB-AP credit, correspondence study credit, military credit or other credit by examination, and up to 90 hours of CLEP credit in combination with other applicable transfer credit from another institution toward its bachelor's degrees.

Policies such as those of the University of Illinois, Michigan State University, The Ohio State University, and the University of Minnesota which allow persons enrolled through continuing education agencies to earn credit through departmental examinations are obviously most favorable to the adult part-time student. Such students often want to know at the earliest possible time what is required of them to complete a degree objective. To know that means that prior records must be appraised. If credit by examination opportunities are present, such students need to know what that entails.

SERVICES, PROGRAMS AND ACCEPTANCE OF CREDIT - ARMED FORCES CLIENTELE

Armed Services Training Schools

All of the C.I.C. universities except the University of Chicago award credit on the basis of recommendations made in the American Council on Education's *A Guide to the Evaluation of Educational Experiences in the Armed Services.* Among those that use the *Guide* it is generally regarded as the basis upon which admissions officers make recommendations, and credit is awarded after consultation with appropriate faculty members. The University of Michigan regards such work as it would extension course work and accepts up to 60 hours as a maximum by itself or in combination with credit by examination, correspondence study, off-campus independent study and other credit transferred from another institution or institutions. The University of Minnesota does not automatically award such credit, but with department approval (sought by the College of Liberal Arts Veterans Service) more than 300 veterans received credit in 1975-76. Credit for as many as 11 courses may be awarded in meeting the requirement for bachelor's degrees at Evanston, and up to 60 hours may be allowed by the Evening Divisions either separately or in combination with credit by examination and correspondence study (including USAFI/DANTES courses). The Ohio State University has no limit on such credit except for its course (residency) requirements, and the university awards varying amounts of credit for Defense Language Institute courses. The University of Wisconsin-Madison, Purdue University, Michigan State University, and the University of Iowa also have no limits on the amount of credit, except for residency or course requirements that must be met under their auspices.

United States Armed Forces Institute (USAFI) Courses and Defense Activity for Non-Traditional Education Support (DANTES) Courses

USAFI/DANTES courses are courses by correspondence offered by accredited institutions. The University of Chicago does not accept such work in transfer for its degrees. All the other institutions accept it. The University of Illinois campuses at Urbana-Champaign and Chicago Circle treat it as transfer credit and the transfer credit rules apply. Indiana University-Bloomington accepts up to 18 semester hours of such work for its undergraduate degrees (with a student right to petition for more). The University of Iowa accepts up to 30 semester hours, and the University of Michigan and the University of Minnesota treat it as they do other transfer work. Michigan State will accept up to 45 hours of such work. The Evanston campus of Northwestern University will accept up to 11 courses (separately or in combination with armed forces training school courses) in meeting the 45-48 course requirement for its undergraduate degrees and up to 60 hours may be accepted in the Evening Divisions (alone or in combination with credit by examination and armed forces course work). Up to 40 hours of DANTES course credit is accepted by The Ohio State University. Purdue has no limit (except for its requirement that 32 hours must be earned from Purdue in achieving its undergraduate degrees). The University of Wisconsin-Madison evaluates each course and credit is awarded with departmental approval.

Army Help for Education and Development (Project AHEAD)

Through this program the student chooses an institution from which she or he hopes to be graduated. The selection is made prior to or during enlistment. The institution then provides advice concerning the courses the student-enlistee may take during the enlistment and about the applicability of credit so earned toward the educational objective.

The Michigan universities, Northwestern University-Evanston and the University of Wisconsin-Madison do not participate in Project AHEAD. Northwestern University-Evening Divitions and 11 other units in the University of Wisconsin system participate as do all the other C.I.C. universities.

Servicemen's Opportunity College (SOC)

SOC was initiated in 1972 in an effort to have participating institutions standardize policies on admission, transfer, residency requirements, credits, curricula and fees. Primarily the object is to provide for the transfer of credits as an accommodation to armed services personnel.

Indiana University, Michigan State University and The Ohio State University are members of SOC; however, their course or residency requirements for degrees must be met. The Fort Wayne campus of Purdue University also participates in SOC.

Military Service Credit

Persons who have served six months or more in the armed forces receive credit for four semester hours of military science and four semester hours of physical education on the Urbana-Champaign campus of the University of Illinois and six quarter hours of military science credit and six quarter hours of physical education credit at the Chicago Circle campus. Depending upon the amount of time spent in military service, Indiana University awards up to six semester hours of credit for such service.

The Ohio State University awards 12 hours of credit in military science (ROTC) to enlisted personnel who have completed four months of active duty in the armed forces. Further, 18 more hours of such credit are awarded for service as a commissioned officer (total 30 quarter hours). One hour of physical education credit is awarded veterans.

Purdue University awards eight hours of "undistributed" credit to persons who have served at least two years in the armed forces. Such credit counts as elective credit (outside the major field of study). The Schools of Engineering and Science do not allow such credit for their degrees.

The policies of the 11 universities concerning courses taken by persons in the armed forces have not changed very much in the last five years. Since the end of the Vietnam War, the armed forces have endeavored to make arrangements so that personnel may more easily achieve educational objectives. The army has as an objective the attainment of further education for all personnel during enlistment and the air force has established the Community College of the Air Force which has preliminary accreditation status with the Southern Association of Schools and Colleges.[23]

CREDIT FOR COURSES LISTED IN THE AMERICAN COUNCIL ON EDUCATION'S GUIDE TO EDUCATIONAL PROGRAMS IN NONCOLLEGIATE ORGANIZATIONS

With grants of funds from the Carnegie Corporation and the Fund for the Improvement of Postsecondary Education, the American Council on Education and the New York State Board of Regents undertook a joint Project on Noncollegiate Sponsored Instruction in 1974. The project resulted in the publication of a guide to over 600 courses sponsored by 38 organizations. Credit recommendations are made. The American Association of Collegiate Registrars and Admissions Officers recommends that educational institutions use the guide when making decisions on the award of credit for off-campus learning (through educational programs of non-collegiate institutions). A second edition of *A Guide to Educational Programs in Noncollegiate Organizations* appeared in January, 1976.

Credit recommendations are based on reviews that are similar to those conducted in relation to courses offered by the military services. Evaluators are selected from college and university faculties and non-collegiate organizations.

The new *Guide* was being considered by a University of Illinois Committee on Acceptance of Transcript Credit Based on Non-Traditional Programs (a subcommittee of the university Committee on Admissions) in 1976. At that time no credit was being awarded for such programs. The committee consists of representatives of all three campuses.

Indiana University and the University of Iowa admissions officers indicated they would follow the *Guide* in making credit recommendations. The University of Iowa will not award credit based on Military Occupation Specialty (MOS) achievement, but will consider component courses in MOS programs.

The Regents of the University of Wisconsin system have given each campus the option of awarding credit on the basis of the *Guide's* recommendations with approval of the appropriate faculty committee. All credit awarded on the basis of the *Guide* must be designated on the student's transcript.

The University of Chicago does not accept credit from non-accredited institutions.

The other seven universities had not awarded credit as of 1976-77. Most of them were in the process of developing policies.

In a background statement in the 1976 edition appears this statement, "The project is based on the position that it is sound educational practice to grant academic credit for quality educational programs conducted by non-collegiate organizations, provided the courses are at the college level, and the credit is appropriate to an individual's educational program. Moreover, experience has shown that the award of credit for prior learning will in many cases motivate students to enroll in formal postsecondary programs of study."[24]

CREDIT FOR EXPERIENTIAL LEARNING AND A COMPETENCY BASED DEGREE PROGRAM

The University of Minnesota is a participating member of the Cooperative Assessment of Experiential Learning Assembly (CAEL). CAEL was orginally jointly sponsored by the Educational Testing Service and a group of colleges and universities. Started in 1974, funding was provided by the Carnegie Corporation, the Ford Foundation, the Lilly Endowment and the Fund for the Improvement of Postsecondary Education. As of 1977 there were 250 member colleges, universities and educational organizations. It was chartered in 1976 by the Regents of the State of New York.

In the development of non-traditional degree programs American colleges and universities in many cases have given special emphasis to a determination of the value of learning acquired in other than traditional classroom settings. Perhaps the simplest and most direct way to assess such learning in terms of courses for credit is to allow the student to "challenge" the course by taking the examination given students who have taken the course as it is taught in the classroom. As noted above in the section concerning credit by examination, the C.I.C. universities give credit or advanced placement to their students on the basis of College Entrance Examination Board Advanced Placement examinations, other standardized examinations and departmental examinations.

CAEL has as its purpose the fostering of experiential learning and the assessment of its outcomes through something more than standardized procedures and examinations. In June of 1977, the organization issued its *Principles of Good Practice in Assessing Experiential Learning* which provides guidelines and principles designed to be adapted to local circumstances and individualized learning.[25]

The assessment of experiential learning has a dual function at many institutions. On the one hand it provides ways to determine what the student has already learned and results in determining what must further be learned if a credential is to be awarded. On the other hand it may serve as a basis to develop, with the student, classroom and non-classroom experiences in fulfilling knowledge deficiencies that must be met if the credential is to be awarded. In some cases the assessment results in the award of credit--sometimes in substantial blocks--if the degree or other credential is credit-based. Some degree programs are competency based as opposed to being credit based. The student is required to demonstrate competencies, and upon successful demonstration is awarded a degree. Gaining the competencies may be through traditional classroom experience or through knowledge otherwise gained.

At The Ohio State University the Department of Communications in the College of Social and Behavioral Science has awarded credit on the basis of assessing learning acquired in other than the formal classroom. It should be noted that the policy of the departments provides that any course may be challenged by examination. The method is left to departmental determina-

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tion. To award credit for experiential learning therefore requires no change in rules or policy, and the opportunity is there for departments that wish to pursue this approach through assessment of student portfolios, interviews, written and other work and other appraisal of student competencies.

At the University of Minnesota, in 1976-77, the General College had a committee at work looking into ways in which experiential learning credit might be awarded in the future. The regulations of the college allow up to 15 hours of such credit toward associate degrees and up to 30 hours of such credit toward baccalaureate degrees. About 50 students received such credit in 1975-76. The past learning for which credit may be awarded must relate to the student's overall academic program and to an area of faculty expertise in the General College.

The college began the practice through an assessment committee which evaluated student records, evidence of work done, portfolios and other information. Later it was agreeed that two faculty members should review applications for such credit and interview each student. Such credit is not applicable to College of Liberal Arts degrees. In addition to credit for work experience, the General College also has credit courses designated "individual study" or "work experience" in which students integrate their job experiences with their educational programs.

Indiana University's School of Continuing Studies has an external degree program through which students may earn associate in general studies and bachelor of general studies degrees. The School may approve the award of 15 hours of "self-acquired competencies credit" for the associate degree and 30 hours of such credit for the bachelor's degree. The bulletin of the School declares, "The School of Continuing Studies recognizes that individuals are involved in learning situations throughout their lives. Knowledge gained through on-the-job training programs, short courses in the military or private industry, or other learning activities may be as important to the individual as the knowledge gained through formal classes on colleges campuses. Until now, most colleges and universities have not recognized on a retroactive basis learning gained outside of the classroom. As a part of the external degree program, provisions have been made to award academic credit for competencies acquired prior to beginning an academic program. A maximum of 15 hours of self-acquired competencies may be approved for the Associate of General Studies degree program and a maximum of 30 hours of credit for the Bachelor of General Studies degree program. These maximums would not include credit earned by credit by examination through guided instruction procedures.

"Decisions concerning self-acquired competencies credit will be made after acceptance to and enrollment in the School of Continuing Studies. Students who believe that they may be eligible for self-acquired competencies credit should request procedural information from the director of Continuing Studies on the campus to which they have applied for admission." [26]

Michigan State University's Justin Morrill College has developed and is providing a competency based bachelor of arts degree program. This is the first C.I.C. university to have such a program.

The following provides an overview: ·

In April, 1974, the MSU Venture Fund, operating on a grant from the Ford Foundation, approved a proposal from Justin Morrill College for a three year pilot program for thirty students to develop and test a method of certifying the attainment of a liberal education at the Bachelor of Arts level by people older and more experienced than the normal undergraduate population. The basis of certification for this degree would be the demonstration of the competencies (rather than the attainment of "credit") determined by the faculty to be the essential attributes of a liberally educated person. The program was intended for people who have been able to acquire through their work and community involvement activities and training and private study many of the competencies usually associated with a liberal arts degree.

Program Development

Early in the program development phase of the project it was decided that the primary focus would be on certification of competencies. The project would not focus on providing a curriculum by means of which competencies can be developed, but rather on providing a set of assessment procedures for certifying educational attainments and an advising system to assist people in preparing for the prescribed assessment procedures. Existing learning resources will be identified to assist students in developing these competencies and the need for additional learning resources will be determined.

The set of competencies identified for the program was adapted from the work of Paul L. Dressel (in College and University Curriculum, McCutchan Publishing Corporation, Berkeley, California, 1971, Second Edition):

1. The student knows how to acquire knowledge and knows how to use it.

2. The student has a high level of mastery of the skills of communication.

3. The student demonstrates an awareness of his own values and those of others.

4. The student functions effectively in groups as a leader and as a follower and is aware of his/her strengths and weaknesses as a group member.

5. The student has knowledge of a broad range of contemporary events, is capable of analyzing them, able to develop and defend a position in connection with an event, develop, carry out, and evaluate a plan of action in the public realm.

6. The student is able to integrate his/her knowledge, skills and awareness of values. . . .

Upon admission, a student works with the program director to plan an overall program. This includes an initial assessment of in-coming competencies in which the director arranges for an appropriate expert assessor in sub-competency (*e.g.,* written communication, oral communication, group leadership). The actual certification of the competencies is done by assessors, not the director, and the records are kept and coordinated by the manager of the Assessment Center.

> After the initial assessment phase, the director helps the student plan three projects through which all or most of the remaining sub-competencies will be demonstrated and learning contracts were written, including time estimates for completion of various stages of the projects. The student plans, carries out and evaluates a major project (demonstrating a knowledge area roughly equivalent in depth and breadth of knowledge to that of an undergraduate major, plus various other sub-competencies), a community involvement project (demonstrating the ability to analyze a contemporary event and to plan, execute and evaluate a course of action in relation to such an event, along with various sub-competencies), and an autobiographical project (demonstrating the ability to integrate one's knowledge skills and understanding of values in a meaningful way).[27]

There is no residency requirement for the degree. Thirty students were involved in 1976-77. In order to facilitate the program it has been necessary to award traditional credit hours equated with competency demonstration. For example, competency demonstrated in a "major" area of knowledge and "minor" areas is awarded 60 quarter hours of credit.

The program is described in detail in Appendix VII, Michigan State University, under the heading **COMPETENCY BASED DEGREE PROGRAM.**

Five years ago the award of credit by some of the C.I.C. universities to veterans of military service constituted the only "experiential learning credit" that was awarded. Now four of the universities have policies which allow such credit to be awarded through assessment procedures other than traditional types of examinations.

Such procedures are not necessarily new to the C.I.C. universities, some of which have, for some time, accepted original works of art, music and literature in partial fulfillment of advanced degree requirements, independent study projects, oral examinations and a variety of other approaches in the awarding of credit. What is new is the national interest in such approaches and concern for procedures that may be used in assessment so that the integrity of degrees may be assured.

To be done well, the procedures are not inexpensive in terms of time and faculty talents. This is true not only of the assessment of prior learning but of the planning of learning experiences designed to produce meaningful outcomes.

What seems most likely to occur will be the adoption of policies that allow some credit to be awarded for acquired competencies on the basis of carefully developed assessment procedures prepared by faculty members; such credit then will be augmented largely by earning traditional credit in traditional ways. This course is evident in the approaches taken by the General College at Minnesota and the School of Continuing Studies at Indiana University; and, with the Justin Morrill College program at Michigan State University underway, the C.I.C. universities have three interesting models to observe as they contemplate future actions.

EXTERNAL AND NON-TRADITIONAL DEGREE PROGRAMS

In the past five years there has been a great deal of consideration given to the possibility of providing greater opportunities for the adult part-time student to earn degrees without extended periods of campus residency.

In the 1973 *C.I.C. Study of the Non-Traditional Student* it was reported that "With but a few important changes in residence requirements, an acceptance of credit by examination, and a broader acceptance of credit for courses already offered in 'non-traditional' ways and at 'non-traditional' sites, most of the universities are in a position to implement external degree programs in short order. Additional courses would be required, but the procedures for their development and the delivery systems are already at hand." [28]

The University of Chicago offers no degree programs that do not require campus residency. In 1973 the Committee on University Extension, headed by Professor Cyril O. Houle, reported its observations concerning complete degree programs for non-campus students as follows:

". . .There is much discussion today of the so-called 'external degree' by which students can take enough courses or prepare in other ways so that they take only limited part--or no part at all--in campus life or instruction. Sometimes the external degree is identical with the internal one, but in other cases it is devised with the needs of a special group of adults in mind. Chicago offers both kinds by awarding the 190/M.B.A. and the Executive Program. In the past the university has offered external master's degrees in education and perhaps in other subjects as well; it does so no longer. The Committee has no particular recommendations to make about the establishment of new graduate external degrees, feeling that each school and department can best judge the appropriateness of such action.

"Many trends and a few crises in American higher education have encouraged the creation of external baccalaureates especially designed for an adult clientele. The idea has been given special prominence by the development of the Open University in Great Britain. Harvard has long had such a degree, perhaps 10 other universities have had substantial experience with them, and many other institutions are designing them. In the 1940s, it was thought that Chicago's Basic Program might some day grant the baccalaureate but this result has not been brought about. Meanwhile at least three Chicago institutions have developed special undergraduate external degrees and most of the other local universities have evening school or 'extended day' courses by which a degree can eventually and laboriously be achieved. For these reasons, the Committee doubts the wisdom of introducing such a degree at this University, unless strong support arises in the faculty for some strikingly original program which has assurance of adequate financing." [29]

The 190 M.B.A. program is offered through classes provided in evening hours at 190 East Delaware in downtown Chicago. Most classes meet twice a week. The Executive (M.B.A.) program requires 14 courses for completion. These are offered at 190 East Delaware on alternate Fridays and Saturdays.

The University of Illinois--Urbana-Champaign and the University of Illinois-Chicago Circle do not offer bachelor's degrees that may be earned without campus residency. The Urbana-Champaign campus has made a major change in its definition of "residency" for master's degrees by providing that the Graduate College may designate certain courses which may be taken at an approved site and count in meeting residency requirements as if they were taken on the Urbana-Champaign campus.

As noted above, 170 courses had been approved by 1976. This has made it possible for students to earn master's degrees in:

Vocational Technical Education (Chicago area);

Elementary and Early Childhood Education (Decatur area);

Nuclear Engineering (Decatur area);

Health Sciences (Rockford area); and

Theoretical and Applied Mechanics, Mechanical and Applied Mechanics, Electrical Engineering (Aurora, Peoria and Rockford areas).

In the fall of 1976 the following master's degrees could be earned with only one or two courses taken on the Urbana-Champaign campus:

Food Services (Chicago area with one on-campus laboratory course required);

Master of Social Work (Decatur, Peoria and Kankakee areas with one on-campus course required); and

Certificate of Advanced Study in Library Science (planned for Teheran in 1977).

In 1973 it was reported that a proposal was being considered to establish a campus-less degree granting entity in Illinois to be known as the University of the State of Illinois.[30] The plan has not been implemented and it seems unlikely that it will be. In Illinois in 1976-77 ten institutions had external degree programs and the Board of Governor's universities were engaged in a cooperative effort as well - bringing to 15 the number of Illinois institutions with such programs.

The Indiana University system's School of Continuing Studies provides associate and bachelor's degrees in general studies as external degrees. There is no campus residency requirement and the degrees may be achieved through credit awarded through "self-acquired competencies credit," correspondence study, credit by examination, television courses, off-campus classes and on-campus classes. As noted above, the self-competencies credit allowances are 15 and 30 hours respectively for associate and bachelor's degrees. The degrees may be pursued with a concentration in labor studies. As much as 96 hours of applicable credit may be transferred from other accredited colleges and universities. Adults over 21 years of age who do not have a high school diploma or the General Education Development certificate may be enrolled as provisional students, and upon successfully passing 12 hours of work are admitted as regular students.

The program is described in detail in Appendix III, Indiana University.

The 1973 *C.I.C. Study of the Non-Traditional Student* reported on a proposal to establish an Iowa Commonwealth College--a campus-less degree granting joint venture of the Regents universities, the area community colleges and the private college and universities.[31] The proposal failed to achieve the necessary approvals, but interest in it continues.

In an effort to develop an external baccalaureate degree program that would recognize and build upon availability of associate degrees from the community colleges, the deans of Continuing Education and Extension of the Regents universities (the University of Iowa, Iowa State University and the University of Northern Iowa) proposed a bachelor of liberal studies "Two-Plus-Two" degree.

The degree is designed to serve the needs of adults who cannot attend as full-time on-campus students. It has been approved by the respective universities' faculties in the colleges that will award the degree (the College of Liberal Arts at the University of Iowa).

Students must have 62 hours of credit applicable to the degree prior to being admitted to candidacy. At the University of Iowa an associate in arts or an associate in science degree earned in a community college will meet the requirement for admission. To complete the degree 30 hours must be earned from the university conferring the degree (any 30 of the last 62 at the University of Iowa) and 45 hours must be earned from Regents universities in upper division courses (junior and senior level). Distribution requirements call for at least 12 hours in three of the following areas: humanities; communication and arts; natural and mathematical sciences; social sciences; and professional fields (*e.g.*, business, home economics, education). Of these 36 hours, 24 hours must be in upper division courses.

Credit may be earned in whatever manner courses are offered including on-campus courses, off-campus courses, correspondence study, independent study, proficiency examination, newspaper courses, television courses, radio courses or other audio-visual instruction. No on-campus residency is required.

The student may pursue the degree with or without an area of concentration. At the University of Iowa such areas under consideration include social sciences and communication arts and media.

The program envisions in-depth counseling services.

At the master's degree level the University of Iowa Graduate College may give approval to department and college proposals to offer degrees without campus residency. The approval procedure is similar to that of the Graduate College at the University of Illinois--Urbana-Champaign which approves courses as opposed to whole programs. The procedure at the University of Iowa has resulted in the approval of three degree programs. Students may now earn master's degrees in:

Business Administration (M.B.A.), (Cedar Rapids area and at the Quad-Cities Graduate Study Center);

Social Work (M.S.W.), (Des Moines, Sioux City and at the Quad-Cities Graduate Study Center); and

Nursing (medical-surgical sub-track), (Des Moines area).

Through the Guided Self Study Program of the College of Engineering at the University of Iowa a student may earn a master's degree by taking courses in formats worked out between the student and the instructor. The student comes to the campus to develop a program; enrolls for courses and studies at home; visits the campus again in accordance with arrangements agreed to; and takes the regular examinations required. Clusters of students may meet with the instructor at off-campus sites. Sometimes meetings are scheduled on Saturdays. The program is one of great flexibility which takes into account student needs while maintaining full course rigor. The program has been in operation for about ten years and more than 35 persons have achieved master's degrees without having to enroll on a full-time basis.

Insofar as the University of Michigan is concerned, complete bachelor's degrees may be completed at the Dearborn and Flint centers, and a bachelor of nursing degree may be completed at Kalamazoo, Flint and Traverse City. Apart from these there are no baccalaureate degree programs that do not require campus residency. A complete master's degree in industrial and operations engineering may be completed in Flint, and the master of business administration and a master's degree in science in engineering may be earned through instructional television in the Detriot area (eight sites).

All but six hours toward a master's degree in chemical engineering may be earned at Midland, Michigan. The University of Michigan and Western Michigan University jointly offer a master's degree in library science. Western has no residency requirement, but those wishing the degree from the University of Michigan must earn six hours on the Ann Arbor campus.

In 1975 the Carnegie Corporation provided $87,000 for the purpose of a study of the role of the University of Michigan in extending graduate opportunities to students in Michigan. In 1976 those conducting the study recommended that three degree programs be offered as external programs. These were to be selected from among prototypes being studied by the departments of English, history, sociology, the school of social work, and nursing administration (in cooperation with public health). Further recommendations of the committee may be found in Appendix V, University of Michigan.

Early in 1977 the Rackham School of Graduate Studies also had before it a proposal to provide a master's degree in adult and continuing education-educational gerontology as a cooperative venture with Delta College, Mott Community College, and Lansing Community College. The proposal called for "short-term" courses and no on-campus Ann Arbor residency. If approved the emphasis would be upon "conbining academic units of study with special study and research that would be work-related. . . .It will be a new means of pursuing graduate work for persons working with adults who were previously unable to do so at the University of Michigan campus due to employment, time constraints and other factors."[32]

In November, 1970, the Michigan Council of State College Presidents (MCSCP), on which both the University of Michigan and Michigan State University are represented, requested their Coordinating Council for Continuing Higher Education (CCCHE) to prepare a consortium plan through which an external degree could be offered. Twelve other Michigan institutions are members of the councils. The CCCHE proposed the creation of a Michigan College of External Studies. The 1973 *C.I.C. Study of the Non-Traditional Student* provided a detailed description of the proposed campus-less institution which would be authorized to award associate and bachelor's degrees in liberal studies.

In December, 1971, the presidents received the recommendation and determined that a further study should be made. Such a study was undertaken by Patricia S. Faunce, and she reported her findings and recommendations in 1975.

Among the Faunce recommendations was a proposal that an external bachelor of general studies degree be offered by the MCSCP institutions, and she suggested models for the degree and its delivery with no campus residency required. She further recommended that, as a second stage, a consortium structure be determined. As of the fall of 1976 the proposal had not been implemented. The State Board of Education had, however, named a task force to study the question of external degree programs in Michigan. In the fall of 1976 it seemed likely the task force would recommend one of the following: (1) there should be no external degree program; (2) there should be created a state institution to award external degrees such as Thomas Edison College or Empire State College; or (3) an external degree should be developed through inter-institutional planning, cooperation and coordination.

At Michigan State University the Continuing Education Service in cooperation with the College of Arts and Letters has worked out an arrangement with Northwestern Michigan College (a community college) in which the bachelor of arts with an emphasis in humanities may be earned on the Northwestern Michigan College campus at Traverse City. This is another "Two-Plus-Two" arrangement in which the last two years of work are provided by the university. The on-campus East Lansing residency requirement has been waived. In 1976-77 it was planned to offer a sequence of 45 three credit courses at Traverse City over a four to five year cycle. Further details are provided in Appendix VI, Michigan State University.

The nine hour on-campus residency requirement for Michigan State master's degrees has been waived for students doing work at designated "resident centers" and the M.B.A. may be earned at Benton Harbor and in the Detroit area. The College of Education offers master's degree programs at a number of overseas sites and the residency requirement has also been waived for these.

At the University of Minnesota, since the adoption in 1973 of the revised residency policy (a policy that requires students to earn stipulated amounts of credit in courses provided by the university faculty or under faculty supervision, *i.e.,* "university credit," and without on-campus residency), it is now possible to earn a number of degrees through extension courses and correspondence study. Most extension classes are offered in Minneapolis-St. Paul (where there are 18 centers), Duluth, Morris, Crookston, Waseca and Rochester.

Through Continuing Education and Extension courses--off-campus and correspondence courses--the following degrees may be earned:

Associate in liberal arts of the College of Liberal Arts;

Associate in arts of the General College;

Bachelor of applied studies and bachelor of general studies of the General College (these are "Two-Plus-Two" degrees which require associate in arts or the equivalent credits for admission to candidacy, and most, if not all, course requirements for the last two years of work may be earned through Continuing Education and Extension offerings);

Bachelor of arts degrees (in 19 major fields) of the College of Liberal Arts;

Bachelor of science in business of the College of Business; and

Bachelor of science in computer science and in civil and electrical engineering of the Institute of Technology.

The University of Minnesota, in 1975-76, had rules which stipulated that, except for what a student may earn as an adult special student in the first term of enrollment in credit courses at the graduate level, it is only after the student has been admitted to degree candidacy that credit may be earned through extension classes and then only 12 hours of such work could be applied toward a master's degree.

As of April, 1977, the Graduate School has invited faculties to request exceptions to the 12 credit rule for specially planned degree programs for part-time students. Prior to the adoption of this policy some master's degrees were offered (primarily in the Twin Cities area) in which the 12 credit rule did not apply (*e.g.,* master's programs in business, agriculture and public health which were offered outside the Graduate School). (See Residency Requirements in Appendix VII, University of Minnesota.)

Since 1971 the University of Minnesota has provided opportunities to earn degrees through the University Without Walls program in the University College. In 1974 the Morris campus became an outreach center for the UWW program, and in the fall of 1976 there were 16 students enrolled there.

About 30 colleges are affiliated with the UWW in the Union of Experimenting Colleges and Universities. Credits are not the basis for UWW bachelor's degrees. Students must develop, pursue and present evidence of learning in self directed study skills; communications skills; academic achievement; a variety of training activities, scientific inquiry; artistic expression; and present a major project in a main area of study. Plans are developed under the supervision of faculty mentors who evaluate the work and award credit.

In the fall of 1976 there were 330 enrolled in the Minnesota UWW program. Since 1971 there have been 153 graduates and a 1975 study of graduates (79 responding) showed 38 had enrolled for post-baccalaureate study. The average age of students has been 34. In the fall of 1976 about 70 percent of the enrollees were living in the Twin Cities area, 16 percent in other states, six percent were overseas and seven percent lived outside the Twin Cities at other locations in Minnesota. The University of Wisconsin-Madison does not have such a program, but the University of Wisconsin-Green Bay participates.

The University of Minnesota has a number of other non-traditional degree programs. These are not external degrees, but they do reflect innovative approaches.

The mission of the University College is to house undergraduate experimental programs of collegiate scope. In 1976-77 the college provided three unusual baccalaureate degree programs, each offering the B.S. and B.A. degrees.

The *Inter-College Program* is a course based credit-oriented program which provides bachelor of science degree options. There is no fixed curriculum. The student prepares a study program to meet his or her individual needs. Each program has a major concentration area utilizing upper division credits from two or more of the colleges. To be eligible for admission the student must previously have earned 80 credits.

Bachelor's degrees may be earned through the *Experimental College* in the University College. The Experimental College is a learning community of staff and students. Freshmen and advanced students may be admitted. Programs are individually designed and carried out through learning contracts that spell out each quarter's work. There are no formal courses *per se*, but a student may take formal courses as a part of the contract agreement. Students participate in the governance of the program and (with staff members) serve on each other's learning contract committees. The Experimental College is being phased out in steps beginning in the fall of 1976-77.

A baccalaureate degree may be earned through the *University Scholars Program* in University College. Two years of college must be completed prior to admission to the program. A student and faculty member design the student's program of study which may include travel, internships, independent reading and research as well as classroom instruction. Students must be nominated by a faculty member who agrees to serve as the adviser and who supervises and assesses the student's work.

Northwestern University offers no degree programs at sites other than its Evanston and Chicago campuses and the respective campus residency requirements must be met.

The Ohio State University offers no degree programs which do not require campus residency. No Columbus campus residency is required for the associate degree which may be earned on the Wooster campus; for the master's degree programs at Dayton; or for the bachelor's degree in early and middle childhood education at the regional campuses.

Purdue University has made it possible to earn a master's degree in engineering regardless of where the student may live in Indiana without campus residency in West Lafayette through its branch campuses and television courses. The first such degree was awarded in 1958. As of the end of 1975-76, 415 such degrees had been awarded.

The School of Industrial Engineering provides a master of science degree at IUPUI and at the Kokomo campus of Indiana University - no residence is required in Lafayette. Another master of science in engineering program is provided under contract arrangements with the Delco Company in Kokomo.

Purdue has also available a professional development in engineering certificate program. This is a post-baccalaureate professional development program similar to the professional development degree program in engineering of the University of Wisconsin-Extension. Both programs employ the Continuing Education Unit (CEU) in measuring progress toward achievement of the credentials. Both programs require 120 CEUs.

The programs are described in the appendices for Purdue and Wisconsin under the heading **EXTERNAL DEGREE PROGRAMS**

It is interesting to note that the Professional Development Degree program of the University of Wisconsin–Extension was the only post-baccalaureate degree program among the C.I.C. that required no on-campus residency in 1971-72.

The University of Wisconsin system is engaged in comprehensive planning for external degrees. The reader who is especially interested in such programs will find details in the appendix for the University of Wisconsin-Madison and Extension. There is presented there the history of the development of what must be regarded as the most extensive planning effort among the C.I.C. universities.

The University of Wisconsin-Extended Degree Programs idea grew out of a series of events dating back several years. The 1973 *C.I.C. Study of the Non-Traditional Student* reported a proposal by the vice chancellor for Extension which called for a regents external degree program.[33]

In November, 1973, a Regents Statewide University Planning Task Force proposed a comprehensive plan for an Open University to meet needs of part-time students; a Regents College to offer a competency based degree in life studies; a support system consisting of an advisory network; and unit designed external degrees.

In 1976 funds were sought from the Fund for the Improvement of Postsecondary Education and a grant of $106,705 was awarded and the regents approved matching arrangements so that eight resource centers could be developed.

The Centers are as follows:

1. The Competency Based Education Center, West Central Wisconsin Consortium. This resource center will serve participating institutions in the development of instructional objectives to meet defined competencies with a major focus in translating existing credit courses into measurable competencies.

2. Examination Programs and Services Center, University of Wisconsin-Madison. This resource center focuses on credit by examination and competency based proficiency testing (including development of competency based proficiency tests).

3. Cooperative Education Center at University of Wisconsin-Milwaukee. This center explores issues related to contract learning; competency based learning models; pre-assessment of learning techniques; faculty involvement in counseling, research and evaluation; the role of community resource persons; basic skills requirements of students; placement of students; the use of the computer in storing information concerning relative courses, jobs and individually designed learning experience; and certificate programs.

4. The Curriculum Resource Center, University of Wisconsin-Oshkosh. This center will serve in the development of self-paced instruction and coordination of unit efforts in developing study guides and other software.

5. The Assessment Center at the University of Wisconsin-Green Bay. This resource center will provide information concerning assessment techniques in non-traditional learning to campus units developing degree programs.

6. The Independent Study Center, University of Wisconsin-Extension. This agency will work with the campuses to the end that they more effectively utilize correspondence study and help in adapting courses and preparing new ones.

7. Community Based Counseling Center, University of Wisconsin-Extension. This service, described above in the section concerning counseling and advising, will help direct non-traditional students to appropriate degree programs.

8. Regional Services Center, University of Wisconsin-Superior. This center will incorporate elements of all the other centers and is designed to serve its own distinct geographic region.

The first four centers are being financed through the FIPSE grant and the others are being maintained or initiated through intra-system arrangements.

In the fall of 1976-77, external degrees were being planned at the following campuses: Green Bay (bachelor of general studies); Superior (an "individualized major" leading to a bachelor of science degree); Whitewater (a "general curriculum" individualized degree program leading to a bachelor of science degree); River Falls (an upper division program in agriculture); Parkside (an engineering technology major degree program); Stevens Point (a paper science major degree program); Stout (vocational education major degree); and University of Wisconsin-Center System (associate degree programs). Plans are also underway with regard to extending degrees in nursing and business.

The University of Wisconsin-Madison and Extension, as can be seen from the above, have key roles to play in this systemwide effort.

The program embarked upon leaves with designated units in the system the responsibility for each degree program with each campus having statewide responsibility in the offering of degrees. Students will be allowed to earn credit in the many ways credit courses are provided and to demonstrate competency and mastery of knowledge. The undertaking is a very large and significant one, bringing to bear upon the matter of external degrees development the resources of one of the world's largest systems of higher education. All of the C.I.C. universities and continuing higher education administrators generally will have a keen interest in the outcomes of these efforts.

Among most of the C.I.C. universities there is a clear trend toward expanding opportunities for adult part-time students to earn degrees. At some the progress has been dramatic. It has come about as the institutions have carefully appraised their particular roles and made changes which reflect a keen concern for quality in what they do. Some significant changes in residency requirements have been made, but all of these reflect an insistence upon faculty control of instruction at off-campus sites where "residency" credit may be earned.

The several universities will undoubtedly wish to learn from each other as the rapidly moving developments unfold.[34]

CONSORTIUM PARTICIPATION

In efforts to expand services to adult part-time students and to avoid unnecessary duplication of services in continuing education, a number of the C.I.C. universities participate in consortium arrangements. Some of these arrangements are quite formal while others are perhaps best described as confederations aimed mostly at bringing the members together in cooperative programs, joint use of facilities and development of policies and standards. In the latter category are statewide councils and committees that involve public and private postsecondary institutional representatives (usually the administrators of continuing education agencies). Such organizations exist in Illinois, Indiana, Iowa and Michigan. They provide an important clearinghouse function and often lead to important cooperative programs. For example, the Iowa Coordinating Committee for Continuing Education has, as noted above, developed a common policy with reference to the Continuing Education Unit; it has also provided a vehicle for the development of the Iowa Elderhostel program (involving more than 20 Iowa colleges and universities); promoted a statewide inquiry into the educational needs of adult Iowans; developed legislation concerning off-campus credit offerings of Iowa and out-of-state institutions; and, through task forces, resolved a number of important "jurisdictional" concerns. The University of Iowa is a member.

In Indiana in 1975 there was created the Indiana Council on Continuing Education. Like the Iowa organization, it is unincorporated, voluntary, and it has no statutory authority. In addition to Indiana University and Purdue its membership includes Ball State University, Indiana State University, Indiana Vocational-Technical College, Vincennes University and the Independent Colleges and Universities of Indiana. There are two representatives of the Indiana Higher Education Commission. Goals are to provide a forum so that unnecessarily duplicative efforts may be avoided and to effect closer cooperative relationships; conduct research; effect better relations between the public and private sectors; and to consider innovative programs.

In addition to the Indiana Council on Continuing Education, it was proposed in 1976 that there be established a Presidents Committee on Lifelong Learning (COLL). Represented would be Purdue, Indiana University, the three other state universities and Indiana Vocational-

Technical College. Each would be represented by the president or someone designated and prepared to speak for the president. The functions would be to review program proposals prior to submission to the Higher Education Commission; to review offerings to avoid unnecessary duplication and to determine areas of need; and to develop uniform terminology. Actions of COLL would not be binding, but each institution would agree to submit new programs to COLL prior to submission to the Higher Education Commission.

The Michigan Coordinating Council for Continuing Higher Education (MCCCHE) is an agency created by the Michigan Council of State College Presidents. In February of 1975 the presidents reported to the legislature that it was their policy that coordination of off-campus instructional programs should be conducted by regional consortia of institutions of higher education. The proposal called for regional groupings of institutions (two and four year institutions and universities) to determine needs and work out arrangements to avoid duplication of services through coordinated efforts. In response, the MCCCHE developed guidelines under which any community college, junior college, four year college, or university (public or private) is free to join in the operation of regional consortia. The guidelines are provided in detail in Appendix V, University of Michigan.

As a result there have been established four consortia that involve both the University of Michigan and Michigan State University. At none of these are complete degree programs available as joint offerings. They are located at Birmingham (with Eastern Michigan University, Oakland University and Wayne State University), Grand Rapids (with Western Michigan University and Grand Valley State), Saginaw (with Saginaw Valley State College and Central Michigan University), and Traverse City (with Northwestern Michigan College, Ferris State College and Central Michigan University).

As noted above in the section of this report on external degree programs, a Two-Plus-Two degree completion program has been developed at Traverse City involving Michigan State University and Northwestern Michigan College.

The University of Illinois--Urbana-Champaign participates in three consortia. The Graduate Study Center at Millikin University involves Eastern Illinois University, Sangamon State University, Illinois State University, Millikin and the University of Illinois--Urbana-Champaign. Serving the Decatur area, the consortium was begun in 1972 and after four years of operation had provided 175 graduate courses with 3,355 enrollments. The institutions do not have uniform regulations regarding transfer and residency requirements or fees. Master's degrees in education from the Urbana-Champaign campus may be completed at the center.

The Rockford Regional Academic Center brings together the University of Illinois, Beloit College, Northeastern Illinois University, Northern Illinois University and the University of Wisconsin system. As of the fall of 1976 Beloit, Northeastern Illinois and the Wisconsin system were not offering courses. Master's degrees available from Urbana-Champaign are noted above in the section of this report concerning external degrees.

The University of Illinois and the University of Iowa are both members of the Quad-Cities Graduate Study Center. Other members are Augustana College, Marycrest College, Iowa State University, the University of Northern Iowa, Sangamon State University, Southern Illinois University, Western Illinois University and Northern Illinois University. The Center is financed by appropriations from the Iowa and Illinois legislatures. As of the fall of 1976 no complete master's degrees were available from the University of Illinois. The University of Iowa provided complete sequences of courses through which the M.B.A. and M.S.W. degrees could be earned. In 1975-76 there were 5,652 enrollments at the Center (5,377 in credit courses). The Center is described in some detail in Appendix IV, the University of Iowa.

Two C.I.C. universities, Iowa and Minnesota, are members of the University of Mid-America (UMA) consortium. Others are Iowa State University, the University of Kansas, Kansas State University, the University of Missouri, the University of Nebraska, the University of South Dakota and South Dakota State University. UMA provides an open learning system through which courses are developed and presented (primarily through television). The member institutions and others may offer the courses for credit. UMA awards no degrees. In the fall of 1977 the University of Iowa plans to offer two UMA courses for credit. The University of Minnesota joined UMA in 1976-77. The UMA consortium is described in Appendix IV, the University of Iowa.

The Association for Media-Based Continuing Education for Engineers is based at Georgia Tech. Its purpose is to develop and provide a mechanism through which continuing education materials (including video tapes) may be shared. Its members include Purdue University, the University of Illinois, the University of Michigan and the University of Minnesota.

The University of Wisconsin-Madison and Extension are not members of continuing education consortia, but as members of the University of Wisconsin system they are involved in a number of coordinated arrangements--not the least of which is the development of the system's external degree programs described above.

It can readily be seen that the C.I.C. universities are involved in important consortia arrangements through which they cooperate with a very large number of other universities in expanding opportunities for the adult part-time student. There is a clear trend in the C.I.C. states to develop such arrangements. The changes in residency requirements have greatly encouraged this development.

The Committee on Institutional Cooperation is, of course, in itself a consortium arrangement, and its efforts to promote inter-institutional development of correspondence study courses will be treated below. It has also served to keep the institutions informed of developments in communications satellites through which, one day, courses may be developed and transmitted among the C.I.C. universities and the great continuing education audiences they serve.

Through consortia that serve regions within their states, their entire states and, in some cases, several states, the C.I.C. universities are building a vast reservoir of experience that can be of great value to each of them in their separate and joint continuing education efforts as members of the C.I.C.[35]

OFF CAMPUS CLASSES - EXTENSION CLASSES

There has been a significant growth in the number of classes provided away from the campuses of the C.I.C. universities in the last five years. In all cases such courses are either taught by members of the teaching faculties or by persons who must be approved for such assignments by the academic departments. At most of the institutions that provide such courses faculty members are paid on an overload extra compensation basis. The rates of compensation are not uniform, and the policies for each university are delineated in the appendix for each. Some are based on the rank of the person teaching and some incorporate a distance-from-the-campus factor. Still others are partially based on the level of the courses taught. Some are provided as a part of the teaching load of some of the instructors.

All courses that are offered for credit are regular catalog listed courses.

The University of Chicago does not usually offer courses at sites other than its main campus or the downtown Graduate School of Business Center.

The University of Illinois--Urbana-Champaign provided 334 courses at 67 sites in Illinois in 1975-76 (225 for credit) with 3,848 enrollments for graduate credit and 227 for undergraduate credit. The Chicago Circle campus reported 1,208 registrations in extension courses in 1975-76. The fee for Urbana-Champaign courses is $22 per semester hour and it is $15 per quarter hour at Chicago Circle. The same fees are charged for graduate and undergraduate courses. A student may apply 60 semester hours of credit earned in this way toward a baccalaureate degree at Urbana-Champaign (90 quarter hours at Chicago Circle). With the advent of the "R" course policy at Urbana-Champaign (see RESIDENCY REQUIREMENTS above) it is possible to earn complete master's degrees at a number of Illinois sites, and up to half the work for a master's degree may be so earned at Chicago Circle (no whole degree programs are provided in this way from the Chicago Circle campus).

Indiana University-Bloomington offered 41 off-campus classes in 1975-76 with 719 enrollments primarily at the graduate level. When Indiana University is looked at as a whole, it is interesting to note that the eight campuses of the system recorded, in 1975-76, 6,260 off-campus class enrollments--a 400 percent increase over 1970-71.

At the University of Iowa in 1970-71, there were 1,271 enrollments in off-campus classes. In 1975-76 there were 4,305. These were in graduate level courses, and, with the advent of the external B.L.S. degree, courses will be offered in the junior-senior level. Students seeking bachelor's degrees may apply such credit and it counts as if earned on the campus; and, at selected sites, three master's degrees may be earned without campus residency. For other master's degrees, students who are degree candidates may apply up to 24 semester hours earned in off-campus classes.

In 1975-76 the University of Michigan served 8,690 persons (10,450 registrations) through off-campus classes. There were 300 undergraduate enrollments, 4,656 for graduate resident credit, and 3,357 for graduate level extension courses. About 6,000 other registrations were reported in non-credit offerings. Fees are $40 per hour for undergraduate courses and $44 for graduate courses. At the bachelor's degree level a student may earn up to 60 hours toward a degree through off-campus classes (not more than 60 hours may be earned in any combination of off-campus classes, credit by examination, correspondence study, off-campus independent study and credit transferred from another institution). For master's degrees up to ten hours may be earned prior to being admitted as a degree candidate (14 hours for the M.S.W. degree), and, after admission, 14 additional hours may be earned in off-campus classes (leaving six on-campus hours to be earned for most master's degrees). Exceptions are noted above in the paragraphs concerning external degrees.

Michigan State University, in 1975-76, provided 1,011 courses at off-campus sites in Michigan with 16,452 registrations recorded. Of this number 13,347 were for graduate credit. In addition, 198 credit courses were offered overseas with 2,671 registrations (1,678 for graduate credit). The tuition rate is $28 per quarter hour for both graduate and undergraduate courses. As many as 135 quarter hours may be applied to bachelor's degrees and 36 quarter hours may be applied to master's degrees. As noted above in the section on external degrees, some degrees may be earned without campus residency.

The University of Minnesota offers courses at 18 sites in the Twin Cities area and at Duluth, Morris, Crookston, Waseca and Rochester. In 1975-76 there were 78,563 registrations in courses for undergraduate credit and 6,846 registrations for graduate work. This is almost double the 1970-71 enrollment. Work taken counts toward undergraduate degrees including the 45 hours required to be earned as "university credit." Twelve hours of credit earned through extension classes could be applied toward master's degrees in 1975-76 (exceptions are noted above in the section concerning External Degrees).

In 1975-76 the School of Education at Northwestern University provided off-campus courses in Chicago and Waukegan. There were 390 enrollments in 14 courses. The Evening Divisions also provided ten courses per semester at New Trier High School.

Purdue University provided 92 courses at 25 locations away from the West Lafayette campus in 1975-76. There were 792 undergraduate enrollments and 1,045 graduate enrollments. The North Central, Fort Wayne and Hammond campuses also provided off-campus classes with a total of 889 enrollments of which 183 were for graduate credit. All work taken is applicable to Purdue degrees—no distinction is made when such credit is entered on the student's transcript.

The University of Wisconsin-Madison provided 81 off-campus classes in 1975-76 with 716 graduate enrollments and 671 undergraduate enrollments. There were also 184 auditor registrations. Credit earned in off-campus classes is applicable to degrees. For the University of Wisconsin system as a whole there were 1,129 off-campus courses in 1975-76 with 12,623 graduate enrollments and 8,827 undergraduate enrollments.

The Ohio State University offers courses off-campus in community extension centers in Columbus, at its regional campuses, at Dayton and Wooster and some education courses in central Ohio. In 1971-72 the university was under some constraint in offering off-campus courses by virtue of a policy of the Ohio Board of Regents. Except for courses offered under contracts which provided all costs, course offerings were limited to the campuses or the state subsidy for full time student equivalencies was not allowed. The regents now allow 75 percent of the subsidy for approved courses which may be provided away from campus sites.

In fall of 1976-77 there were 21 courses offered at off-campus sites with 356 enrollments. The Marion and Mansfield campuses provided a total of 13 additional courses, and the total enrollment for all courses was 650.

In order to offer courses off-campus in Ohio, institutions in that state and institutions in other states must acquire a certificate of authorization from the Ohio Board of Regents. In the C.I.C. region and nationally a number of out-of-state institutions are offering courses and degree programs—some of which have been severely criticized because of their questionable quality. The standards for acquiring a certificate of authorization are presented in their entirety in the appendix for The Ohio State University. They illustrate an approach by one state in confronting this vexing problem.

Directly, from the parent campuses, the C.I.C. universities recorded more than 125,000 enrollments in off-campus classes in 1975-76. If one adds the enrollments for the Indiana, Purdue, Ohio State and Wisconsin systems the number is more than 150,000.[36]

EVENING AND SATURDAY CLASSES

Programs that provide opportunities for adult part-time students who live within commuting distance of the campus are a feature of a number of the universities' continuing education efforts.

The University of Chicago provides a certificate program known as the Basic Program of Liberal Education for Adults. This consists of a two year series of weekly seminars, tutorials and lectures. The Great Books of the Western World provide the primary reading source. Class meetings are held on the campus and at suburban sites. The university does not provide a special program of Saturday classes for the part-time student. The 190 M.B.A. program classes meet twice a week in evening hours in downtown Chicago and the Executive (M.B.A.) program courses are offered on alternate Fridays and Saturdays. The Executive Programs of the University of Illinois—Urbana-Champaign and of Northwestern University are also offered in an alternate Fridays and Saturdays format.

The University of Illinois—Urbana-Champaign provides some courses, primarily for teachers and social workers, in the late afternoons. There is no other specially designed program for adult part-time students that is offered on the campus in evening hours or Saturdays either at Urbana-Champaign or at the Chicago Circle campus.

Indiana University-Bloomington provides two types of evening classes. In the first category are classes provided as regular on-campus classes offered in late afternoons and evenings. On-campus students are given a priority in registration. In the second category are courses sponsored by the School of Continuing Studies. In these, the other than regularly enrolled daytime students are given a priority in registration and, if there is room for them, the daytime regularly enrolled students may register. The second category may be thought of as "off-campus on-campus courses," and about a third of the courses offered in the evening hours are of this type. Faculty teaching in the first category do so as a part of their teaching loads—those in the second category teach courses on an overload basis.

Indiana University does not have a special program of Saturday classes for the part-time student.

The Week-end College at Indiana University-Purdue University-Indianapolis (IUPUI) in the fall of 1976 provided 24 credit courses on either a Saturday-Sunday, Saturday-only, or Sunday-only schedule. Five IUPUI schools participated and both undergraduate and graduate level courses were offered. No complete degree programs were offered or projected through a cycle of necessary courses, but credit earned is applicable to both on-campus and external degrees.

With the advent of the Lifelong Learning University concept at Michigan State University the colleges and other academic units have expanded the number of offerings available both off-campus and on-campus in the evening hours. In the fall of 1976 courses were available in evening hours in 64 areas of study. This compares to 28 study areas in 1966.

University College (the college of entry for most freshman students) offered four courses, one in each of the four general education areas required for bachelor's degrees, on Saturdays in the fall of 1976. University College also offered evening courses on a two night per week schedule and so timed that a student could take two courses between 6:00 p.m. and 10:00 p.m.

Beginning in January, 1977, Justin Morrill College provided through its P.M. Program a baccalaureate degree program in which, for the first time, it is possible at Michigan State to earn the entire degree through attendance in evening courses. The program is especially designed for persons interested in politics, government and communications. Students take two courses per term and will be able to complete required work (122 hours) toward the degree in five years, and thereafter in two more years earn 58 credits hours of electives to make up the 180 total credit hours required in seven years overall.

The program features a field of concentration in public affairs communication, a field which combines courses in public affairs management, economics, mathematics, statistics, communication, and computer science. It is especially appropriate for people working in politics or government, or for those who wish to increase their knowledge and understanding of these areas. In addition, students participate in Justin Morrill classes stressing interdisciplinary study and the development of skills in solving problems and working in groups.

At the master's degree level a schedule of courses on a sequential basis makes it possible to complete all work for a master of business administration degree through evening or Saturday classes.

A master of public administration degree program is offered in downtown Lansing through late afternoon classes.

While extensive course offerings are available in education there is no apparent set pattern of courses in a sequence leading to a degree.

As noted above, the University of Minnesota offers courses in the Twin Cities area at 18 sites and on the campus and many of these are evening offerings. The Colleges of Business and Liberal Arts and the General College and the Institute of Technology offer Saturday courses through Continuing Education and Extension. About 1,000 enrollments were recorded in1975-76. No whole degree programs have been planned in a Saturday-only format.

Apart from its executive program, Northwestern University's Technological Institute has two-year master's programs in which many of the courses are offered on Saturdays in the morning and in the late afternoon and evenings so that the degrees may be earned by persons who are otherwise fully employed.

Purdue University offers two types of evening courses on the West Lafayette campus. In the first category are regularly offered campus courses which are scheduled in the late afternoon and evenings, and these are taught as a part of the faculty teaching load. In the second category are "Special Classes." These are arranged, promoted, and financed through Continuing Education Administration and the faculty members teaching such courses are paid on an extra compensation basis. The program is quite similar to that of Indiana University-Bloomington. In 1975-76 there were 182 regular graduate level courses and 124 regular undergraduate courses taught in evening hours. There were seven special graduate courses (183 enrollments) and 64 undergraduate courses (1,299 enrollments). Total enrollments numbered about 8,200. No sequences were provided through which whole degree programs might be completed through such courses. Purdue has no specially designed Saturday class program for part-time students.

The University of Wisconsin-Madison had about 300 courses available during evening hours in 1975-76. The enrollment was about 8,000.

The University of Iowa provides Saturday and evening classes through the Center for Credit Programs in the Division of Continuing Education. In 1975-76 there were 3,137 enrollments. Of the 2,607 enrollments in the fall and spring semesters, 2,134 were other than on-campus students (who may take such courses). Courses are taught either as a part of the teaching load of the faculty or on an extra compensation basis. In 1971-72 the program was limited to Saturday classes, and it has since been expanded to provide evening courses during both semesters and during the summer. Enrollments have increased five-fold from the Saturday only format to the Saturday and evening three term per year format. Since the program began in 1971, 54 students have earned degrees while registered in it, and 33 of these were master's degrees.

The Evening Divisions of Northwestern University in 1975-76 served 5,700 students (10,022 registrations). Thirty of the students were graduate students. Three bachelors' degrees (B.Ph., B.S. in general education, and B.Ph. in communications) may be completed.

Beginning in the fall of 1977-78, the University of Wisconsin-Madison School of Business will offer a "major degree" program.

The C.I.C. universities have, in general, provided extensive opportunities for adult part-time students who are able to get to the campuses in evening hours and on Saturdays. In general there is a need to develop course patterns in such sequences as will allow degrees to be completed through such courses over extended periods of time. As noted above in the section on **SPECIAL CLIENTELE** programs, the University of Michigan's Center for Continuing Education of Women has worked with the College of Literature, Sciences and the Arts so it is possible to complete the first two years of work toward a bachelor's degree in evening courses. Such scheduling helps the part-time student to make recognizable progress toward degree objectives. If coupled with certificate programs that provide further incentives along the way, the student has a clearer path and important recognition along the way.[37]

INDEPENDENT (CORRESPONDENCE) STUDY

Six of the C.I.C. universities provide credit courses through correspondence study. These are the University of Illinois, Indiana University, the University of Iowa, the University of Michigan, the University of Minnesota and the University of Wisconsin. Together these universities have available over 900 college level correspondence courses.

A careful study of their offerings has revealed that an additional 24 junior and senior level courses would make it possible for up to ten baccalaureate degree majors to be completed entirely through correspondence courses. With this objective in view, the C.I.C. sought funds to develop the courses. In early 1977, the Carnegie Corporation granted $486,000 so that the project could be undertaken.

Consultations with persons administering the New York Regents External Degree Program have led to an arrangement through which the regents' baccalaureate degree may be earned through correspondence study from the six C.I.C. universities. The general education and major area requirements are similar to those of the C.I.C. universities.

Students may live anywhere—not just in the six states where the universities are located. Since announcement of the Carnegie Corporation grant, inquires have come from foreign countries as well as from prospective students in the United States.

The C.I.C. deans of the colleges of arts and sciences and the chief academic officers have endorsed the proposal. A director has been named to work with the six directors of correspondence study.

Correspondence study courses may be taken to meet degree requirements for the Indiana University external degree program and for the Iowa Regents B.L.S. degree as proposed. Both, however, require large blocks of credit to be earned from the degree granting institutions. The University of Minnesota has sufficient courses available to make it possible to achieve the associate in arts degree of the General College and the associate in liberal arts degree of the College of Liberal Arts entirely through correspondence study. In the General College, the bachelor's degrees in general studies and in applied studies could also be earned; however, the curricula would not have great breadth. Again, at the bachelor's level, 45 hours must be earned in Minnesota offerings. The University of Wisconsin will call upon Extension's correspondence study arm in the development of its external degree programs. The University of Illinois and the University of Michigan will accept up to 60 hours of correspondence study toward their bachelor's degrees.

Purdue, which offers no such courses for credit, will accept credit earned in this manner in transfer from accredited institutions, if it is applicable to the degree sought, up to 90 to 92 hours (32 must be completed in Purdue courses) for its bachelor's degrees. A similar policy is in effect at the University of Minnesota and in the Evening Divisions of Northwestern University.

The Chicago Circle campus of the University of Illinois will accept up to 90 quarter hours of credit earned through University of Illinois—Urbana-Champaign correspondence study.

Toward their on-campus baccalaureate degrees Indiana University will accept 18 hours of credit earned through correspondence study and the University of Iowa will accept 30 hours. Indiana University has 158 courses available. The University of Iowa has 165 courses available.

The six universities serve a significant number of students in this country and throughout the world. In 1975-76 there were 21,165 enrollments on record.

All of the courses provided for credit are catalog listed courses of the universities. All courses are developed by members of the faculty and all lessons are supervised by members of the teaching staffs. All of the universities allow on-campus undergraduate students to take such courses—usually with permission of academic officers of the colleges in which they are enrolled.

The University of Iowa Graduate College accepts nine hours of correspondence study toward its master's degrees and the University of Michigan has five specially developed courses that are accepted toward master's degrees. The University of Illinois has given preliminary approval to a vocational education course and others are being developed in four other areas of study at the master's level. The matter is under consideration at the University of Minnesota.

The appendices for each university provide, under the heading **INDEPENDENT (CORRESPONDENCE) STUDY**, the policies of the universities that pertain to the acceptance of correspondence study credit in transfer; the nature of faculty involvement in course preparation, revision and the provisions for faculty compensation; college level courses for exceptional high school students; admission procedures which sometimes utilize such study to demonstrate ability to do college level work; the nature of counseling and advising services for such students; and arrangements through which groups of students may undertake such study.

Multi-Media Courses

It should be noted that most courses that are newly developed and all courses as they are revised are no longer simply taught by using workbooks, study guides, texts and lessons to which the student responds in writing to an instructor who evaluates and counsels through correspondence. That day has passed. Now the courses are often augmented with video or audio tape cassettes, film strips and other media. In some cases the "correspondence" is oral—through the exchange of audio tapes. Radio is used to augment courses in some cases. University of Mid-America courses, while relying heavily on media (especially television), provide study guides, texts and other materials.

In the development of courses for the proposed B.L.S. degree, the University of Iowa in 1976 developed six courses and in 1977 eight courses in a distance-learning format which seeks to bring together the best procedures for classroom lecture courses, correspondence study and medi-augmented instruction. Films, film strips, video cassettes, bibliographic materials, and other audio-visual materials are provided. The community colleges are interconnected with a two-way audio system and it is available for the presentation of lectures.

Purdue University, in 1976, established the Office of Instructional Materials Development to provide a single point of contact for faculty members interested in developing new teaching strategies and materials.

The Urbana-Champaign campus of the University of Illinois offers through correspondence study courses utilizing a combination of instructional media, on campus workshops, independent study lessons submitted by mail, film and electronic blackboards, telephone services and visits by professors to the sites when the courses are offered.

These approaches are further described in the appendices for the University of Illinois, the University of Iowa and Purdue University under the heading **MULTI-MEDIA COURSES.**

The C.I.C. universities have a long history of involvement in the field of correspondence study. Great leadership was given to the field by the University of Chicago under William Rainey Harper. With new technologies now at hand and the demonstrated success of such ventures as the British Open University the whole matter of developing new formats for courses is unfolding. Learning has not necessarily been made easier, but it has been made more interesting and convenient and without loss of quality in the emerging programs of the C.I.C. universities.

Correspondence and other independent study requires a great deal of commitment on the part of the student and commands a high degree of faculty talent coupled with a keen understanding of the use of media.

Now that the C.I.C. universities which offer correspondence courses have the funds with which to develop courses making whole bachelor's degrees possible, hopefully they will be challenged to develop a program through which such a degree may be earned at one or more C.I.C. universities in a jointly-devised degree program. As a beginning effort, they may wish to examine their policies concerning the transfer of credit earned in this way. Among themselves at least, it would appear that such credit should be as acceptable as credit earned through courses taught by their faculties in other ways.[38]

INDEPENDENT STUDY OTHER THAN CORRESPONDENCE STUDY—INDIVIDUALIZED COURSES AND PROGRAMS—COOPERATIVE EDUCATION PROGRAMS

All of the C.I.C. universities have policy provisions that allow students to engage in independent study for credit.

At the University of Chicago, students enroll in courses numbered "99" for such work, and students-at-large may enroll in "99 " courses. A similar policy is in effect at Northwestern University.

The University of Illinois—Urbana-Champaign and Chicago Circle campuses provide for independent study through courses numbered "199" and "99" respectively. Arrangements are made by the student and the instructor concerning the work to be done and the amount of credit to be awarded and similar procedures are in effect at the other public universities in the C.I.C.

In most cases the adult part-time student is either not eligible for such courses or must make special arrangements (usually through the continuing education or extension administrative units).

A number of the universities have developed "individualized" programs which are multidisciplinary and most of which involve independent study work. Again, such programs are primarily for on-campus students.

Indiana University-Bloomington has an Independent Learning Program (I.L.P.). The I.L.P. student "is free from regular departmental or College requirements for graduation and is instead encouraged to develop a unique academic program tailormade to his intellectual concerns and abilities."[39] An adult part-time student would have to complete 26 hours in the University Division and be admitted to the College of Arts and Sciences before being admitted to the I.L.P. program.

In 1972-73 the University of Michigan's College of Literature, Science and the Arts approved procedures through which students may be awarded credit through courses in which the main work may take place in other than campus classrooms, laboratories, libraries or studios. Credit is arranged. Students may also enroll in Directed Reading/Independent Study courses. In combinations of such courses as the above, students may earn no more than 32 hours of credit. By special arrangement part-time students could petition to take such courses.

The University of Michigan also has a Summer Independent Study Reading Program through which students may enroll in any course offered by the College of Literature, Science and the Arts if the course work can be done by reading or research and a faculty adviser agrees to supervise the work. Credit earned counts as resident credit and eight hours may be earned each summer (totals allowed are determined by departments). The program allows matriculated adult part-time students a fine opportunity to earn credit and provides a portal experience to lifelong learning.

Students at the University of Minnesota in most of the colleges may "design" their own course for credit with the approval of an instructor and the department in which the course would be relevant or on an interdepartmental basis. Credit varies; however, the rule of thumb requires 30 hours of work a week per quarter credit in the College of Liberal Arts. Part-time students wishing to take this route could do so through extension student registration, and Continuing Education and Extension would assist the student to find the appropriate instructor and department.

The University of Minnesota College of Liberal Arts maintains an Office of Special Learning Opportunities (OSLO). The office has prepared an extensive catalog of opportunities for students to earn credit through faculty approved field assignments in business, social agencies, government agencies, agriculture, architecture, art, engineering, film-making, journalism, human relations, and many, many more areas. Such opportunities are available to the part-time student.

At the University of Minnesota students may also develop degree programs to meet their particular education goals and objectives. The programs include an individually designed interdepartmental major bachelor of arts program in the College of Liberal Arts. The bachelor of applied studies and the bachelor of general studies and associate degrees in the General College and the University College's University Without Walls, the Inter-College Program, and the University Scholars Program all have broad options for the students interested in designing their degree programs.

Some of the universities also have cooperative education programs in which periods of study are alternately provided with periods of employment. Cooperative education programs in engineering are available at both the Chicago Circle and Urbana-Champaign campuses of the University of Illinois.

Indiana University's College of Arts and Sciences (Bloomington) has a Professional Practice Program that provides a full-time work experience. In most cases the student is off the campus for a semester in work related to his or her occupational interests. Up to six semester hours of credit may be earned toward a degree through the program.

The Technological Institute at Northwestern provides cooperative education opportunities.

The University of Iowa has a Cooperative Education Program administered through its Career Services and Placement Center. Students usually enter the program after the sophomore year and alternate semesters of work and study. No credit is awarded for the work component.

Purdue University has an extensive University Industry Cooperative Education Program that was started in 1954. About 700 engineering students regularly participate. Other programs have been developed by management, technology, science and agriculture.

The General College at the University of Minnesota offers courses that blend classroom studies and field work such as serving as an aide in a social welfare agency or as an intern in a government agency.

Independent Study, Individualized Courses and Programs and Cooperative Education Programs have been treated together here not because they provide special kinds of opportunities for the adult part-time student. Indeed, in many cases they have been designed for the on-campus student. They do, however, illustrate approaches to some of the concerns very often expressed by the adult part-time student. Often adults seek opportunities to combine learning with their employment in ways that will improve their competencies in the world of work. Often they have ideas concerning special projects that, with the same kind of faculty supervision accorded on campus students, may be "credit worthy." Some on-campus sessions would undoubtedly be required if opportunities for independent study, individualized programs and cooperative education programs were to be broadened and made more accessible to adults. Inasmuch as no policy changes would be required to provide such offerings under the rubric of independent study, the C.I.C. universities may wish to expand the relationships of such programs to their continuing education programs so that arrangements now possible for their on-campus students may be appropriately extended.[40]

ACCELERATED COURSES OR "MINI-COURSES"

The University of Illinois—Urbana-Champaign Graduate College Executive Committee has a Subcommittee on External Degrees. In April, 1976, the subcommittee recognized . . ."the need increasing for the University to provide non-traditional educational opportunities, especially advanced work for employed professionals . . .," and noted that " . . .departments may wish to offer courses that run for a shorter period . . ."[41] The subcommittee proposed that each one-half unit of graduate credit be equated with two weeks of full-time study or the equivalent with one-fourth unit for one week, one-half unit for two weeks, etc. For any course to be offered during less than four weeks the sponsoring department must submit a proposal to the Graduate College at least four months before the start of the program. Each concentrated format proposal must indicate sponsorship, admission requirements, instructor qualifications, objectives, evaluation procedures, amount of credit and number of contact hours.[42]

The adult part-time student often is unable to attend a full summer session, and units of courses which provide for presentations in shorter time frames are often attractive to such students.

There has been a substantial increase in such offerings among most of the C.I.C. universities over the past five years. In their summer sessions most of the institutions provide courses of various durations. The usual rule-of-thumb for summer workshop courses is to provide one semester hour of credit for each week.

Purdue University-Lafayette has an eight week summer session that is managed by the summer session administration, and courses and workshops that do not fit into the eight week pattern are administered by the Special Class Division in the Continuing Education Administration. The Continuing Education Administration is charged with the responsibility of determining needs, and such courses may be offered not only during the summer but at other times as well. In 1976 there were 34 such offerings with 507 students served. Credit counts as resident Purdue credit and is applicable to degree programs.

Continuing education and extension units at other C.I.C. universities administer summer programs of instruction in the arts. The University of Wisconsin-Madison and Extension provide courses of one week duration in art, music and drama. In cooperation with the Grand Rapids, Minnesota, Performing Arts Council, the University of Minnesota provides one and two week courses in the arts, theatre, art, architecture, dance, music and the humanities. A ski resort in northern Minnesota provides the setting. The program has grown from five courses in 1969 to 35 courses in 1976. The courses yield an average of 2.5 credit hours. Continuing Education and Extension at the University of Minnesota also offers other summer courses over five or ten week periods in cooperation with 55 departments of the university.

At Michigan State University, in addition to summer offerings, workshops for credit are offered in shortened time frames—usually one or two weeks—and many courses are presented in five week formats in the Graduate Education Overseas Program.

The University of Michigan has developed a number of patterns designed to serve the part-time student at off-campus sites. Social work and education have offered courses for two credit hours in a three or four weekend pattern with classes meeting over Friday through Sunday noon on an every-other-weekend basis. These same two academic units have also offered courses for two hours of credit which meet every Saturday in a five week sequence. Library science, social work, psychology, public health and education have employed a "double session" format in which courses are offered for two credits. In this arrangement the courses meet seven times over seven weeks in a 4 p.m. to 10 p.m. time frame (with an hour for dinner). The interdisciplinary gerontology training program provides courses (one or two credits are optional) on a full day one week basis or half-day two weeks basis. Social work employs yet another format for an eight credit hour course offered in the Upper Peninsula. This involves once a month visits by the instructor who works with social workers on a one-to-one basis and in another monthly session all such students meet together with the instructor in a designated place for a seminar session.

In 1972, the College of Literature, Science, and the Arts at the University of Michigan began to sponsor "University Courses" on the campus which are interdisciplinary or interdepartmental in nature. A special category of such courses is designated "Mini-Courses." Such courses are overseen by a member of the faculty. They are one or two credit courses, and students are graded on a pass/fail system. Mini-courses are defined as one-time events (any course offered on a recurrent basis is regarded as a "regular" course). There are two types of such courses: (1) an abbreviated course with a standard lecture-discussion format offered once because of its timely relevance to current events or particular interest in the subject matter, and (2) a course in which students carry out an informal and critical evaluation of a lecture (film) series, exhibitions or theatre (concert) performances. Such courses must be approved by the curriculum committee of the college and the executive committee of the college.

Courses may be for graduate or undergraduate credit. Eleven such programs were presented in 1976-77.

The Chicago Circle campus of the University of Illinois provided eight courses in one-week, two-week or five-week formats in 1975-76. Eleven contact hours are required for one quarter hour of credit.

In 1975-76 the University of Iowa provided 32 conferences, short courses and workshops for credit in less than semester length time periods. There were 517 registrations recorded.

With the advent of greater recognition of credit by examination, it is possible at several of the institutions to achieve on-campus bachelor's degrees in less than four years. Superior students will find specially designed three year bachelor's degree programs at the University of Illinois—Urbana-Champaign and at Northwestern-Evanston.

University policies which allow the continuing education and extension arms of the universities to provide faculty-developed courses in shortened time frames provide an important element of flexibility in meeting the needs of adult part-time students. Often such students do not have degree objectives, and often their employers will provide tuition subsidies only if courses are for credit. Concentrated course offerings with specific objectives are often better than whole term courses in meeting their needs.

AUTO-TUTORIAL APPROACHES AND COMPUTER ASSISTED INSTRUCTION

Instruction designed to utilize "packages" of materials and instructional media through which students may move largely at their own pace with little or no supervision is far more advanced and more extensively used in on-campus settings than it is at sites away from the campuses of the 11 universities. The preparation of such courses is time consuming and often it is expensive to provide the necessary equipment at off-campus sites. It seems highly probable, however, that professional continuing education will soon be mandatory in the C.I.C. states, and, in recognition of the need to meet the needs of professionals and others, some significant developments have taken place over the past five years.

The University of Minnesota has courses available on the campus to part-time students in evening hours that are self-paced and utilize the computer and other media. German and medieval art history were so taught in 1975-76. Courses have been developed for teaching eight languages. In some courses a student may "contract" to complete one-credit-at-a-time units of courses.

Such arrangements have not been made for extension classes, but probably could be provided in areas where there is access to the resources.

At the University of Minnesota, as at other C.I.C. universities, the use of auto-tutorial approaches and multi-media supported courses is seen to have a bright future in professional continuing education. Several projects are under way in continuing medical education. Thirty-eight law schools will use programs in tort law and civil procedure in classroom teaching. Five continuing legal education courses have been approved, and these utilize computer terminals that may be installed in law firm offices at a price of $2,000 (or rented for $60-$70 per month).

Another continuing education course for adult basic education teachers has been developed, and is used off-campus as a credit or not-for-credit offering.

Self-paced-instruction course development is a feature of the external degree program planning of the University of Wisconsin system. The Oshkosh campus has been given lead responsibility in this matter.

At Purdue University-Lafayette it is impossible to catalog the number of courses that involve self-paced learning. It is estimated there are at least 150 such courses. Such courses are available to "non-degree" students on the campus.

Administrators in continuing education at Purdue foresee, in the short range, a greatly increased emphasis on the preparation and delivery of professional continuing education offerings in engineering, pharmacy, veterinary medicine and education. Business (management), psychology, and engineering will increase emphasis on programmatic development, and there is seen a development in certification and degree programs. It is believed there will be increased inter-institutional arrangements for certification, recertification and degree programs. In all of this, it is anticipated there will be much experimentation and use of non-traditional multi-media systems and cable television. In the near future they see the development of "micro-campus" sites at many locations such as factories and high schools. These will serve as independent study centers equipped with electronic blackboards, multi-media independent (self-paced) study courses and computer assisted counseling services.

The Purdue emphasis on professional continuing education is already manifest.

In addition to a course in the fundamentals of remote sensing which has multiple uses, there has been developed a course in the fundamentals of vacuum technology. This is a self-paced auto-tutorial program designed for in-plant use. The learning package costs $3,000. When the 20 learning units are completed, the student is awarded 3.9 CEUs. Video tapes are extensively used.

Pharmacists in Indiana are required to complete 30 hours of continuing education every two years. In service to pharmacists, the Purdue School of Pharmacy offers short courses, conferences, video presentations (live and in cassette form), audio tape presentations and combinations of the above approaches. In 1975-76 there were seven programs offered and 3,500 registrations were recorded.

The Indiana Board of Examiners in Speech Pathology and Audiology has developed mandatory continuing professional education requirements. The Department of Audiology and Speech Sciences at Purdue has developed an "Inter-Active Television Colloquium Series." The prototype used the Indiana Higher Education Telecommunications System with two-way audio service from the campus to 14 postsecondary institution centers and 27 hospitals. The Indiana Board of Examiners now requires master's degrees for school clinicians and Purdue is developing two courses for the television system which will provide credit applicable for master's degrees or continuing education "hours" applicable for recertification for those who wish to work on a noncredit basis.

The Programmed Logic for Automatic Teaching Operations (PLATO) of the University of Illinois has not been programmed to provide complete courses for off-campus students. Several of the other C.I.C. universities have PLATO terminals and it seems probable the system will be of substantial usefulness in professional continuing education.[43]

THE ROLE OF RADIO, TELEVISION, NEWSPAPERS, AUDIO AND VIDEO CASSETTES AND OTHER MEDIA

The 11 universities have made extensive use of media in providing learning opportunities to adult part-time students.

Some offerings may be identified on the basis of the primary use of a particular media for delivery.

Radio Courses

Courses which rely upon radio broadcasting as the chief means of delivery are offered by Indiana University, the University of Iowa and Purdue University.

As noted above, Michigan State University and the University of Wisconsin-Extension provide services to the sight-handicapped through their FM broadcasting stations, and the University of Iowa has plans to do so.

The most extensive use of radio is to be found at Purdue University.

Since the fall semester of 1969, 35 credit courses have been offered. As of the end of the summer session in 1976, more than 9,400 persons requested and paid for syllabi; more than 2,600 had established credit—7,800 hours of credit—in this fashion.

Courses are broadcast on weekday evenings and repeated on Sundays.

Anyone may attempt to establish credit by examination except students who have been dropped from the university for any reason. In some courses, this is accomplished by passing a single comprehensive test at the end of the semester. In others, the instructor might either require a term paper or provide the student a variety of response options. There is no penalty for failure under this system. Students who fail the tests may either try again at a later date (when the course is broadcast again) or enroll and go through the course in the regular manner. Letter grades are not given and results are recorded as hours of credit. Other than a nominal service charge, there is no extra cost to Purdue students who are already paying full fees. Temporary and part-time students and those not otherwise enrolled in the University are charged a $25 examination fee. Students desiring course syllabi, reading lists and copies of material distributed in class are required to pay a service charge for each course. All broadcast courses are recorded and taped copies are available to listeners at the Audio-Visual Center. While these tapes may not be reproduced for use outside the university, they may be checked out by individuals for review purposes.

Preliminary cost analyses suggest that students are taught by radio for significantly less than normal university costs for a similar number of regular students. Evidence also exists to show that radio instruction is effective as well as economical. For example, successful radio students tend to score higher on the same examination than successful students in regular sections of the courses. This is explained in part by studies of particular courses which show that "radio students" tend to higher gradepoint indexes than "non-radio students."

The advantages of instruction by radio are becoming increasingly evident. At Purdue, counselors and department heads report that broadcasting has increased scheduling flexibility and opened courses that were closed because of overenrollment. Many part-time students have indicated that radio courses provide the only means for them to continue their education. Purdue radio courses have been offered to state and national networks and a number of them have been leased by other educational institutions.

Radio may be considered a "sleeping giant" in terms of its potential in providing services to part-time students. The development of courses, on an inter-institutional basis, which use radio as the primary means of delivery would greatly expand the services of the C.I.C. universities to adult part-time students.

Television Courses

Indiana University and Purdue University are participants in the Indiana Higher Education Telecommunications System—a multi-purpose, multi-media closed circuit statewide network. The system interconnects the state universities and their regional campuses. The system is used to provide both credit and noncredit offerings. The network is used for in-plant training, credit courses, and continuing education for vocational and professional groups. Special programs are provided for engineers and health professionals.

Purdue University has made agreements which have made possible interconnections involving three cable television systems serving the Lafayette area, the campus and eight other communities (to be expanded to 32 communities). The campus system provides cable service to nearly 50 percent of the student body in residence halls, fraternities and sororities. The university plans to spend about $50,000 a year for development of courses for use on the campus and in the system serving several communities.

Purdue students may "enroll" in television courses in the same manner they do for radio courses. From the fall of 1973 to the spring of 1976, 688 students purchased syllabi and 348 have taken examinations for credit. Credit was earned by 290 of the enrollees.

Through the development of cable systems soon a very large number of Indiana citizens will have course offerings for credit available in their homes.

In 1975-76 Michigan State University offered eight courses through broadcast television (64 whole courses were provided on campus through the university's closed circuit system and 330 courses were augmented with televised lectures, demonstrations and other materials).

Part-time students enrolled for the broadcast course may earn credit or Continuing Education Units or register and receive materials as non-credit registrants at a reduced fee.

Through its University Industry Television for Education (UNITE) program, the University of Minnesota provides closed circuit instructional programs for engineers and scientists at business locations in the Twin Cities and Rochester. Mechanical engineering and electrical engineering degrees may be earned through courses provided in this manner.

The Department of Independent Study in Continuing Education and Extension and the Department of University Media Resources at the University of Minnesota have jointly developed multi-media assisted independent study resources. Six courses are developed each year at a cost of about $50,000 each. Television is the chief vehicle and cassettes are made for use in libraries on the main campus and at Morris, Crookston, Duluth, Rochester and in downtown Minneapolis. Sometimes radio-telephone "phone-in" arrangements are made to follow the television presentations. In 1975-76 there were 1,375 enrollments in seven courses broadcast over KTCA, a local public television station. In 1975-76 the courses won two national awards for excellence.

The University of Wisconsin-Extension Educational Television network has transmitters at Wausau, LaCrosse, Milwaukee (2), Green Bay, Menomonie and Madison. The network provides credit courses in nursing, business, engineering and education which may be viewed in early morning and early evening hours. In 1974 a course was developed by faculty from a number of the Wisconsin system units with a view to providing credit from the various campuses. The course in human relations and school discipline attracted 895 enrollments and credit was awarded by system campuses at Eau Claire, Green Bay, LaCrosse, Oshkosh, Platteville, Stout, Whitewater and Milwaukee.

The University of Iowa and the University of Minnesota may make available for credit courses developed by the University of Mid-America, and the University of Iowa plans to offer two courses in the fall of 1977.

Because of the expense involved in the development of television courses the C.I.C. universities do not have large numbers of television courses available, but the courses that have been produced reflect great quality. Inter-institutionally produced courses are the result of substantial efforts which involve faculty agreement on content substance and supporting texts and other materials as well as departmental endorsements before credit may be awarded. Often such efforts are rewarded with few enrollments and little income to support further efforts. Generally, adults do not list televised courses among their favorite approaches to learning. Younger adults who have learned to learn from television at home and in the elementary and secondary schools may change general attitudes in this regard. Meanwhile the 11 universities of the C.I.C. are exploring, separately and in consortium arrangements, the present and future use of this important teaching instrument. Joint efforts would appear to be most appropriate if unnecessary duplication is to be avoided and costs are to be shared.

Audio and Video Cassettes

The Department of Independent Study in the Extension Service in cooperation with other academic units at the University of Michigan is developing four one-credit hour courses in nutrition, reading, human sexuality and Afro-perspectives to history. These courses will utilize audio-tape cassettes as the chief vehicle of instruction. Slides and written materials will also be provided.

Video tape cassette courses have been developed in connection with the University of Wisconsin-Extension's Engineering Professional Development degree and in education, business and South Asian studies. About 15 whole credit courses and ten not-for-credit mini-courses have been prepared. In 1975-76 there were available from the University of Wisconsin-Madison and Extension courses in mechanical engineering (two credits), materials sciences (three credits), meteorology (two credits), mathematics (basic calculus—four Continuing Education Units) and mathematics (review of intermediate calculus—four Continuing Education Units).

As noted above all six of the universities which offer correspondence courses augment them with tape cassette materials as appropriate.

Electronic Blackboard and Telephone

In 1975-76 five of the C.I.C. universities used Victor Electrowriter equipment or other telephonic systems in serving students at off-campus sites. The IHETS system in Indiana provides two-way audio service from and to the Indiana University and Purdue University campuses.

The Urbana-Champaign campus of the University of Illinois has established "Remote Classroom" centers at Peoria, Aurora and Rockford which are connected to on-campus classrooms by leased telephone lines. At the centers are television receivers which report information as written in the classroom on special electronic chalk boards. Transmission is instantaneous and there is two-way audio communication. The system is called the Univex Net. Students are taught in on-campus classrooms at the same time that other students are taught at the remote sites. Courses are primarily in engineering, but several have been offered in agriculture and education.

Another feature of the system is that both the video and audio presentation may be recorded on cassette tape for playing by students who may have missed a class and for review.

Some of the courses offered are provided on a contract basis with businesses and industries. The contract cost is usually $5,000 per year and allows 40 students to participate. Additional employee—students may be served at a charge of $150 each.

The system has been developed by Bell Laboratories and operates as a kind of demonstration model.

From the University of Minnesota, courses are sometimes offered to students in Duluth and Rochester through the use of "speaker-phones" connecting classroom sites and the Minneapolis campus. This "community classroom" option is offered to groups of 30 or more students who are enrolled as Independent Study department students. They are provided study guides and ordinarily there are six lectures and eight lessons to be completed in a course. The courses carry "university credit" applicable to the residency requirement toward degrees. Television and audio cassettes are used in some cases, and students may also have some lectures delivered on-site by the instructor.

Within University of Wisconsin-Extension are three delivery systems coordinated by Instructional Communications Systems (ICS). ICS utilizes leased telephone lines, Victor Electrowriter machines and an FM radio sub-carrier system. ICS consists of:

1. Educational Telephone Network (ETN). This network currently reaches 185 locations in Wisconsin hospitals, system campuses, libraries and county Cooperative Extension Service offices. Most offerings are not-for-credit, but one or two graduate courses in education are offered each year. In 1975-76 ETN enrollments numbered 29,565 students (163 for credit courses in education).

The system utilizes a suitcase-sized speaker and four microphones. ETN provides two-way audio service. Students can hear instructors and other students at the system sites and use the microphone for immediate talk-back.

2. An FM Subcarrier Service—Radio Reading Service. The State Educational Communications Board has authorized a 90 outlet over-ride on the basic FM broadcast frequency. The sight-handicapped are served by this delivery system. No credit offerings are provided through the system.

3. The Statewide Extension Education Network (SEEN). SEEN uses telephone lines for two-way audio communication with the added feature of Victor Electrowriter machines for visual material (line drawn) transmission. Transmission may originate in Madison, Milwaukee, Wausau and Menomonie and may be received in 25 classrooms located throughout the state.

In 1975-76 there were 23 courses offered—eight were for credit. All four originating points offered credit courses.

All of the ICS systems and especially ETN and SEEN will undoubtedly be utilized in the extended degree program as it evolves.

The community colleges in Iowa are interconnected by a telephonic two way audio system known as Tel-e-net. The University of Iowa has employed the system in offering non-credit courses and to provide lecture components in some of its off-campus class offerings.

Newspaper Courses

The University of Iowa regularly offers courses by newspaper that have been developed by the University of California-San Diego. Departments of the university must designate instructors for such courses and the offerings must be approved by department heads and deans of the colleges concerned. At least one course has been offered each academic year since 1973-74 and two will be presented in 1977-78.

Since 1972 others offering such courses include the Kokomo campus of Indiana University, the Chicago Circle campus of the University of Illinois, the University of Minnesota, the University of Michigan, The Ohio State University and its Mansfield campus, and the University of Wisconsin-Extension.

Enrollments for such courses for credit have not been high, but cooperating newspapers indicate large numbers of readers who are not enrolled.

As in the case of many television courses, newspaper courses provide an open-learning opportunity for many who do not wish to enroll for credit.[44]

SUMMARY AND SUGGESTIONS

This study provides a sequel to the *C.I.C. Study of the Non-Traditional Student* which was published in June, 1973. Report No. 1 of that study concerned credit earning opportunities and degree earning opportunities for the adult part-time student through programs of the 11 universities that constitute the Committee on Institutional Cooperation (C.I.C.), and, in the pages that follow, the reader will find an inventory of policies and programs in continuing education and extension.

The adult part-time student, for this purpose, has been thought of as a person, 25 years of age or older, who for reasons of employment, family obligations or other reasons cannot be enrolled on a college campus for extensive periods of time.

The statistical base year for the 1973 study was the 1971-72 academic year, and for this work it is the 1975-76 academic year.

As in the case of the earlier work, this study has been made possible by a grant of funds from the College Entrance Examination Board to the C.I.C.

During the 1976-77 academic year visits were made to the campuses of the University of Chicago, the Urbana-Champaign and Chicago Circle campuses of the University of Illinois, the Bloomington campus of Indiana University, the University of Michigan, Michigan State University, the University of Minnesota, the Evanston and Chicago campuses of Northwestern University, The Ohio State University, Purdue University and the University of Wisconsin-Madison (and University of Wisconsin-Extension). These universities and the University of Iowa constitute the C.I.C. The traditional members are the Big Ten universities and the University of Chicago.

The study has been limited to undergraduate and master's degree programs and credit earning opportunities inasmuch as professional and advanced degrees beyond the master's level are generally not possible of achievement without full-time enrollment at the 11 universities.

An effort has been made to provide a rather thorough description of the structures, policies and programs relative to continuing education for each of the universities, and this is to be found in an appendix for each university.

The report itself consists of an overview of the structures, policies and programs of the several institutions which are treated in the narrative in summary fashion. There follows a summary of the findings and suggestions which the universities may wish to consider as a group and individually.

1. **Non-Credit Programs and the Continuing Education Unit.** While here concerned primarily with credit offerings, it should be noted that many adults find their continuing education needs best met through programs which do not provide credit. In the past five years most of the institutions have adopted the Continuing Education Unit and award units for their non-credit offerings. Non-credit programs are generally self-supporting from fees generated from participants.

Mandatory professional and occupational education statutes are being adopted throughout the United States. The universities will be called upon to provide programs. While the clientele groups will often be able to pay for such programs, the offerings do and will require extensive use of faculty and other resources.

The Ohio Board of Regents has proposed a plan for financing non-credit offerings that is based on similar programs in Georgia, Virginia and Tennessee. As other states in the C.I.C. region move to mandatory professional and occupational continuing education, they may wish to consider the Ohio proposal for possible implementation in support of their programs.

It may be conservatively estimated that at least 600,000 persons were served by the 11 universities through non-credit courses in 1975-76. This is exclusive of the extensive offerings of the Cooperative Extension Services.

2. **Administrative Structures.** The 11 universities have, in almost every case, reviewed their missions in continuing education over the past five years. Indiana University has established a systemwide School of Continuing Studies with degree granting authority. The University of Illinois has adopted a new administrative structure designed to better coordinate its continuing education services and give responsibility in larger measure to its colleges and other academic units. Michigan State University has embarked upon changes designed to make it a Lifelong Learning University with a new or renewed mission in continuing education for its various colleges and other academic units.

If a trend can be said to be apparent, it is that self-study has resulted in most of the universities declaring or reaffirming the importance of continuing education as a mission of rapidly growing significance. This has been marked by efforts to assure quality through administrative structures under the chief academic officers—the provosts and vice presidents for academic affairs. While responsibility for program development has been enlarged and made more explicit for colleges and other academic units there has, at the same time, been an affirmation or reaffirmation of the importance of an agency to coordinate overall efforts.

It may be estimated that the cash flow for the overall continuing education efforts of the 11 universities was in excess of 60 million dollars in 1975-76. Income from participants is still the chief source of funding. The range of reliance on income is from about 30 percent on one campus to 80 percent at the other extreme.

Each institution will, of course, organize its efforts in light of its traditions and mission, but they may learn much from each other in light of significant changes in administrative arrangements that have taken place over the past five years.

3. **Residency Requirements.** In 1971-72 all of the universities required at least one year of campus residency for bachelor's degrees and only one bachelor's degree program and two post-baccalaureate programs (at three different institutions) required no on-campus residency. In 1977 it can be reported that six of the universities now allow residency requirements to be met through courses under the direct classroom supervision of their faculty members at whatever site, and three of the six have policies which recognize credit earned in their courses however it may be offered—in the classroom, through correspondence, radio, television or other media.

At the master's degree level there has been a move to provide degree programs and graduate level courses that meet residency requirements if they are taught by members of the faculty in off-campus settings.

At both the bachelor's degree and master's degree levels there has been a keen concern to maintain quality through faculty controls and approval procedures.

Changes in residency policies have greatly expanded opportunities for the adult part-time student. The Wisconsin Board of Regents and the University of Minnesota policies declare in essence that since the faculties and departments must approve courses and instructors for off-campus offerings, no distinction should be made in credit earned insofar as degree requirements are concerned.

With a view to appropriate controls of quality, the universities may wish to review their policies concerning residence and the entry of credit on the transcripts of "extension" credit earned by students to determine whether they may not be needlessly inconsistent and discriminatory.

4. **Counseling and Advising Services.** Adult part-time students often find it difficult to unscramble rules and regulations of complex university systems. It is especially difficult for them when so many of the rules are applied to them in terms of exceptions. They are sometimes unaware of petitioning procedures through which credit already earned may be applied or procedures through which they might participate in course offerings that appear to be restricted to on-campus degree candidates. Often they do not know where to turn for personal counseling and academic advising so that their prior records may be appraised and a clear future program may be charted.

In the past five years among the C.I.C. universities there has been a clear trend toward providing professional services to the adult part-time student. Five years ago only two of the universities had special professional counseling services available at convenient hours for such students. Now eight of the universities provide such services.

Especially promising is the Community Based Counseling Service of the University of Wisconsin-Extension which provides field services in 33 Wisconsin counties. The University of Illinois has proposed the establishment of Inquiry Centers which will utilize the computer for a number of services at off-campus sites.

It is suggested that the universities share with each other their programs and methods of financing such efforts—with a special view to the strengthening of this extremely important aspect of their programs in service to adults.

5. **Special Clientele Programs.** Many of the universities have arranged special programs for identifiable groups such as women, the elderly, prisoners, business and labor, engineers, the disadvantaged and the handicapped. It would be helpful if the C.I.C. would provide at least an annual opportunity for directors of these efforts to meet and exchange information. Most of the programs could be replicated and some could be extended through consortium arrangements among two or more of them.

6. **Associate Degree and Certificate Programs.** Four of the universities offer associate degree programs. Among the most significant developments over the past five years is the "Type B" associate degree option for students at Purdue University who may face personal circumstances requiring them to "stop-out" in the process of seeking bachelors' degrees. After three or more semesters a specially planned "career" semester is provided, and upon its completion an associate degree is awarded.

Three of the universities have developed baccalaureate degree completion programs that build upon associate degrees. These are sometimes called "Two-Plus-Two" programs. When the final two years of a bachelor's program can be made accessible in a convenient format for the adult part-time student, a kind of "no-man's land" in upper division credit-learning opportunities disappears.

It is suggested that the universities review their credit course offerings provided through their continuing education agencies with a view to developing a substantially increased number of credit based certificate programs. These should not be competitive with otherwise available associate degrees. This would not require extensive course development, and some highly imaginative curriculum packages could result. In a number of fields, one-year certificate programs in the general areas of cultural enrichment, the liberal arts, humanities and general studies could result. The Minnesota program includes 33 certificate earning opportunities. Many of these may be completed through correspondence study, off-campus and evening classes.

7. **Credit by Examination.** The adult part-time student is in many cases denied the opportunity to take examinations for credit to the same extent that full-time students may do so. Policies among the institutions vary considerably in this regard. Prior to becoming degree candidates, adult part-time students need to know how much progress they may be able to make

through credit by examination procedures. They should have the same opportunities to take examinations for credit that degree candidates have. If the universities are concerned about when to enter such credit on transcripts they might consider holding such credit "in escrow" until degree candidacy has been determined.

8. **Military Service Courses and Acceptance of Credit.** Almost all of the universities award credit for courses taken while students are in the armed forces. Policies in this regard are clearly stated. Since the end of the Vietnam War and the advent of the volunteer army, the services have done much to encourage service personnel to continue their education programs through cooperative arrangements with colleges and universities, and many of the C.I.C. universities participate in these programs in one way or another.

9. **Credit Awarded on the Basis of Recommendations in the ACE Guide to Education Programs in Noncollegiate Organizations.** The American Council on Education has prepared a new guide to courses provided by 38 non-collegiate agencies. It is similar to the *Guide to the Evaluation of Educational Experiences in the Armed Forces.* Seven of the C.I.C. universities had not developed policies concerning acceptance of the credit recommendations which relate to some 600 courses. It is suggested that admissions officers review the guide and make appropriate policy recommendations.

10. **Credit for Experiential Learning.** Five years ago the only "experiential learning credit" awarded by the C.I.C. universities was to veterans of military service. Now four of the universities have policies which allow such credit to be awarded through assessment procedures other than traditional types of examinations. Justin Morrill College at Michigan State University offers a competency based bachelor's degree program in which the building blocks for degree achievement are not credit hours but demonstrations of competency. The evaluation of prior learning through other than traditional examinations requires the application of carefully devised procedures. The Cooperative Assessment of Experiential Learning (CAEL) Assembly has 250 member colleges and universities, and it has produced a guide to appropriate practice in evaluations. The C.I.C. universities that are interested in such programs have the policies and procedures of The Ohio State University (Department of Communications), Michigan State University (Justin Morrill College), Indiana University (School of Continuing Studies) and University of Minnesota (General College) as models. All of the universities may wish to consider participation in the CAEL Assembly so that they may learn of developments in this rapidly growing area of continuing education. Membership is without obligation to adopt such procedures in the award of credit.

11. **External and Non-Traditional Degree Programs.** In the 1973 *C.I.C. Study of the Non-Traditional Student* it was reported that, "With but a few important changes in residence requirements, an acceptance of credit by examination, and a broader acceptance of credit for courses already offered in 'non-traditional' ways at 'non-traditional' sites, most of the universities are in a

position to implement external degree programs in short order. Additional courses would be required, but the procedures for their development and the delivery systems are already at hand." In the five years since, many of the institutions, as noted above, have changed their residency requirements, become more liberal in their acceptance of credit by examination, developed the necessary courses in distance-learning formats and strengthened their delivery systems to make degree achievement possible for the adult part-time student.

The University of Illinois—Urbana-Champaign campus Graduate College procedures for designating courses that may be offered at approved sites and taken for residency credit has made possible the offering of five complete degree programs without on-campus residency. Three others require only one or two courses on-campus for completion.

The University of Iowa Graduate College may designate master's programs that may be offered at appropriate off-campus sites and no on-campus residency is required. Three master's programs have been approved. The Graduate School at the University of Minnesota has invited faculties to request exceptions to its rule which prohibits students from earning more than 12 hours of credit through extension after being admitted to degree candidacy in specially planned degree programs for part-time students.

The School of Continuing Studies at Indiana University provides associate and bachelor's degrees in general studies. There is no campus residency required.

The University of Iowa College of Liberal Arts has approved a bachelor of liberal studies degree completion program to provide junior and senior level courses. Persons in Iowa with associate in arts or associate in science degrees (or their equivalents) will have no on-campus residency requirements to complete baccalaureate degrees in this "Two-Plus-Two" program.

No on-campus residency is required to complete bachelor of nursing degrees from the University of Michigan for students at three sites in Michigan.

Through Continuing Education and Extension at the University of Minnesota (as a result of a change in residency requirements) it is possible to earn in off-campus classes and correspondence study: the associate in liberal arts of the College of Liberal Arts; the associate in arts of the General College; the bachelor of applied studies and bachelor of general studies of the General College (these are "Two-Plus-Two" programs which require associate degrees or their equivalent for admission, and most of the work, if not all, may be completed through Continuing Education and Extension offerings); bachelor of arts degrees of the College of Liberal Arts (in 19 major fields), bachelor of science in business of the College of Business and bachelor of science in computer science and civil and electrical engineering of the Institute of Technology; and the bachelor's degree of the University Without Walls of the University College.

Professional Development Degrees are available for engineers at Purdue University and the University of Wisconsin. The University of Iowa Guided Self Study Program for Engineers makes it possible to earn master's degrees without full-time campus enrollment.

In addition to the competency based degree program of Michigan State University, other non-traditional formats have been developed to provide "individualized" programs. There are three such bachelor's degree programs at the University of Minnesota.

Perhaps the most significant planning and development of extended degree programs is taking place in the University of Wisconsin System. Eight centers for research, development, counseling, curriculum, evaluation, and delivery have been designated among the campus units of the system. Nine pilot degree programs are being planned through a system effort that will result in statewide responsibility for delivery of programs from designated campus units.

A major study, made possible by a grant from the Carnegie Corporation, is being conducted in Michigan. The role of the University of Michigan and other graduate level institutions is under review with a view to determining ways in which graduate opportunities may be extended in Michigan. In 1976 it was recommended that three master's degree programs be developed as prototypes.

While the above provides some highlights, it is clear that all of the universities to some extent are concerned with expanding opportunities for the part-time student. On some of the campuses the changes have been dramatic, but always with a deep concern for quality in what is done. It is clear that the institutions have much to learn from each other in this very rapidly developing field, and a series of symposia involving academic officers, faculty and continuing education leadership from among the 11 universities would appear to be in order.

12. **Consortium Participation.** Because of the growing interest in continuing education generally, the development of new programs, and the increasing participation of larger and larger numbers of postsecondary institutions in the field, there has been an increasing interest in the development of consortia to provide vehicles for cooperative and coordinated efforts and to avoid unnecessary duplication. The C.I.C. universities have, in many cases, given leadership in these developments. Two of the universities are members of the University of Mid-America. Two participate in the Quad Cities Graduate Study Center. Two are members of the Rockford Regional Academic Center. Four belong to the Association for Media-Based Continuing Education for Engineers. The Michigan C.I.C. universities participate in four Michigan continuing education consortia in that state, and the University of Illinois is a member of three groups in Illinois. Indiana, Illinois, Iowa and Michigan have statewide committees or councils for continuing education involving public and private colleges and universities. These provide important clearinghouse functions and often lead to important cooperative programs. The development of the extended degree programs in Wisconsin is a systemwide kind of consortium effort.

Through consortia the C.I.C. universities are building a great reservoir of experience of potentially significant importance in their dealings with one another. Such efforts have resulted in inter-institutional efforts aimed at broader acceptance of credit after faculty evaluation of courses—an essential action if proliferation and needless duplication is to be avoided. Much needs to be done, but there is a visible trend emerging which bespeaks increased trust and understanding among faculty and administrators. Such efforts merit encouragement. They appear to succeed best when there is an understanding that no institution can "do it all" in a field where the particular competencies of each can be harnessed in joint efforts.

13. **Off-Campus Classes—Extension Classes.** In 1975-76 C.I.C. universities recorded at least 125,000 enrollments in off-campus credit classes. Another 30,000 enrollments may be added if the offerings of the campuses within C.I.C. university systems is taken into account. Assuming a 12 semester hour full time equivalent undergraduate student course load (if all courses were undergraduate level) this would equate to an institution of 12,500 students in a year of two semesters. Assuming a nine semester hour full time equivalent graduate student course load (if all courses were graduate level) this would equate to an institution of 16,670 students in a year of two semesters. Most of the courses are master's level courses. It may be conservatively estimated that the adult part-time off-campus student body constitutes a kind of twelfth C.I.C. university of at least 15,000 students—most of them graduate students.

In all cases such courses are regular catalog listed offerings, and they are taught by regular members of the faculty or by departmentally approved instructors.

The trend toward acceptance of credit earned as resident credit has greatly expanded degree earning opportunities for the adult part-time student.

14. **Evening and Saturday Classes.** Still another significant number of students find on-campus opportunities to earn credit through courses offered in late afternoons, evenings and on weekends. There has been a significant increase in the number of courses offered. In general there is a need to develop sequences of courses so that degrees may be achieved over a period of time. Such sequences, along with certificate programs to mark milestones along the way to degrees, would provide clearer paths to the achievement of educational objectives and important recognition along the way.

15. **Independent (Correspondence) study.** Through a grant of $486,000 from the Carnegie Corporation, the six universities which offer correspondence courses are developing 24 junior and senior level courses which would make it possible for up to ten baccalaureate degree majors to be completed through correspondence study alone. Students may live anywhere in the world and through such study (when the project is completed) earn degrees through the New York Regents External Degree programs and through some of the six participating C.I.C. universities.

Together the 11 universities have more than 900 college level correspondence courses available, and in 1975-76 there were 21,165 enrollments recorded. These are almost all at the baccalaureate level. Credit earned through correspondence makes it possible to earn associate in arts, associate in liberal arts, bachelor of general studies and applied studies degrees at the University of Minnesota, and such credit may be applied to the extent possible toward the bachelor of general studies and liberal studies degrees at Indiana University and the University of Iowa respectively. In all such cases, however, a number of hours must be earned through the respective institutions' own offerings.

The institutions which offer correspondence study in the C.I.C., in light of the Carnegie grant, may well wish to consider the acceptance of each other's credit toward degrees that might be conferred by any of them upon successful completion of a mutually agreed upon program of correspondence courses. A rather small number of persons would elect such a program, but it would be of distinct service to handicapped persons and others who are place-bound.

There have been significant changes in correspondence course formats. These include imaginative uses of media. With new technologies at hand and the demonstrated success of the British Open University, learning has not been made easier, but has been made more interesting and convenient without loss of quality.

16. **Individualized Courses and Programs, Cooperative Education Programs and Indepenent Study Other Than Correspondence Study.** All of the universities provide opportunities for on-campus students to enroll in departmentally supervised independent study courses. In most cases it is not clear how adult part-time students may engage in such study, and in many cases a petition procedure would be required for the part-time student. The same thing may be said of cooperative education programs in which periods of employment alternate with periods of study. Adults often seek opportunities to combine learning with employment and often they have ideas for special research and learning projects that, with the same kind of faculty supervision accorded on-campus students, would be "creditworthy." Inasmuch as no policy changes would be required to provide such offerings under the rubrics of "independent study" or "cooperative education programs," the C.I.C. universities may wish to expand the relationships of such programs to their continuing education efforts so that arrangements now possible for their on-campus students may be extended to the adult part-time student.

17. **Accelerated Courses or Mini-Courses.** There has been a significant increase in the practice of offering courses in shortened time frames. Summertime courses at off-campus sites which are offered through the continuing education and extension arms of some of the universities have been attractively developed in the arts and humanities. Throughout the year other concentrated courses are offered by many of the universities. Attention is called particularly to the recent action of the Graduate College at the Urbana-Champaign campus of the University of Illinois which authorizes a procedure through which accelerated courses may be offered. Such policies provide

a degree of flexibility that is important in meeting the needs of adult part-time students who often cannot enroll for full summer sessions or other full terms.

18. **Auto-Tutorial Approaches and Computer Assisted Instruction.** The development of courses which utilize "packages" of learning materials and through which students move largely at their own pace and with little supervision is a feature of the on-campus programs of almost all of the 11 universities. Very few such courses are offered at off-campus sites. There is a clear trend toward the development of professional continuing education courses which employ the computer and other resources in auto-tutorial modes. Especially notable in this regard are developments at Purdue University and at the University of Minnesota. In considering their computer installation developments it remains important that the universities consider the increasing demand for professional continuing education. Office and library terminals may now be installed for reasonable prices and self-paced programmed instruction will be more and more in demand.

19. **Radio, Television, Newspapers, Audio and Video Cassettes, and Other Media Roles in Credit Offerings.** Purdue University has made the most extensive use of radio broadcasting in providing credit courses. Between 1969 and 1976 more than 2,600 persons had earned credit through radio offerings. Radio remains a "sleeping giant" in continuing education, and the C.I.C. universities may wish to consider the inter-institutional development of courses and an informal "network" for their broadcast. Whether or not listeners enroll for credit, such courses provide a distinct public service—especially for the sight-handicapped.

With regard to television, the University of Iowa and the University of Minnesota may offer University of Mid-America courses for credit, and through a closed circuit system engineers and scientists may earn master's degrees at in-plant locations through University of Minnesota courses televised to businesses and industries in the Twin Cities and Rochester. Indiana University and Purdue are participants in the Indiana Higher Education Telecommunications System—a multimedia, multi-purpose closed circuit statewide network. Purdue has made arrangements with community cable television systems serving homes in eight communities and residence halls on its campus. Michigan State University broadcast eight courses for credit in 1975-76. The University of Wisconsin-Extension Educational Television Network with seven transmitters regularly provides courses in nursing, business, engineering and education. One intra-system developed course enjoyed almost 900 enrollments.

Five years ago only one C.I.C. university was regularly offering television courses. Such courses are generally quite expensive. Joint efforts among the C.I.C. universities and others would appear to remain desirable if unnecessary costs and duplications of effort are to be avoided.

Four one-hour credit courses are being developed by the Department of Independent Study at the University of Michigan. These will use audio-cassettes as the chief vehicle of instruction. Fifteen whole courses for credit have been recorded on video tape by the University of

Wisconsin-Extension. All six of the universities which offer correspondence courses have, where appropriate, augmented them with audio tape cassettes.

Two-way audio systems employing telephone lines are used by the University of Illinois, the University of Minnesota, the University of Iowa, the University of Wisconsin, and the Indiana universities.

The Illinois and Wisconsin systems also employ electronic chalk boards or the Victor Electrowriter. Three off-campus sites are served by the Wisconsin system. Eight courses for credit were provided in Wisconsin in 1975-76 through the network.

In the last five years courses for credit which used newspapers as the chief means of delivery have been offered by six of the 11 universities.

The C.I.C. universities have broadened opportunities for the adult part-time student seeking credit through the imaginative use of radio, television, the telephone and newspapers. In their use of mass media delivery systems they have served a vast audience of listeners, viewers and readers in addition to their enrollees.

20. **A Closing Suggestion.** As the United States embarks upon its third century it stands upon the threshhold of becoming a lifelong learning society. Progress in this regard will be dependent in no small measure upon its leadership, and the 11 great universities which constitute the Committee on Institutional Cooperation may be counted upon to provide a significant measure of leadership. Their own policies and programs over the past half decade demonstrate a sympathetic and vital determination to define their missions with a keen concern for the constituencies they were created to serve. Basic to further progress is the need always to consider the least common denominators of former days—part-time students—who are fast becoming the largest of constituencies to be served.

Perhaps the next step of most importance would be a simple document prepared by each for adults unacquainted with complex university structures. The vast opportunities available need to be better known and enjoyed.

NOTES

1. See Robert F. Ray, *University Credit and Degree-Earning Opportunities for Adults*. Report No. 1, *The C.I.C. Study of the Non-Traditional Student* (Iowa City: Division of Extension and University Services, The University of Iowa, 1973).

2. The 1973 *C.I.C. Study of the Non-Traditional Student* was published in three parts: Report No. 1, "University Credit and Degree-Earning Opportunities for Adults," by Robert F. Ray; Report No. 2, "The Non-Traditional Student in Colleges of Liberal Arts in the C.I.C. Universities," by Dewey B. Stuit of the University of Iowa; and Report No. 3, "University Resource Supports for Non-Traditional Study," by Russell W. Burris of the University of Minnesota. Only Report No. 1 is updated here.

3. In the opening statement of each appendix will be found a summary of non-credit continuing education programs.

4. Policies regarding Continuing Education Units are summarized in the appendix for each university under the caption CONTINUING EDUCATION UNITS (CEU).

5. See Appendix I, University of Chicago, EXTERNAL DEGREE PROGRAMS.

6. See Faculty Letter from the Office of the President, University of Illinois, No. 241, October 11, 1973. The structure of the University of Illinois organization for continuing education and public service is presented in detail in Appendix II, University of Illinois.

7. See Indiana University *Bulletin*, Vol. LXXVIII, No. 30, *School of Continuing Studies Bulletin*, 1976-77, pp. 13-15. The structure and mission of the School of Continuing Studies are described in detail in Appendix III, Indiana University.

8. See below, EXTERNAL DEGREE PROGRAMS, and Appendix III, Indiana University.

9. The structure and organization of the University of Michigan continuing education and extension administration are further described in Appendix V, University of Michigan.

10. The recommendation of the Michigan State University Task Force on Lifelong Education and implementing actions of the Board of Trustees are to be found in Appendix VI, Michigan State University.

11. See Appendix VII, University of Minnesota; Appendix VIII, Northwestern University; and Appendix IX, The Ohio State University, for brief statements concerning continuing education administration.

12. For a further description of the administrative organization for continuing education at Purdue University see Appendix X.

13. For the organization of the University of Wisconsin outreach administration and the 1973 Regents' policy statement, see Appendix XI, University of Wisconsin.

14. See Report of Senate Committee on Academic Standing, James B. Preus, Chairman, University of Minnesota, November 29, 1973.

15. This statement was approved by the board of regents in April, 1976.

16. The fee schedules for each university are provided in the appendix for each under the heading FEE SCHEDULES.

17. The policies of the 11 universities concerning the classification of students and the application of credit earned toward degrees is presented in the appendix for each under the heading STUDENT CLASSIFICATIONS and APPLICATION OF CREDIT TOWARD DEGREES.

18. Counseling services are described in some detail as they exist at each of the universities in the appendix for each under the heading COUNSELING AND ADVISING.

19. For more information about such programs see EXTERNAL DEGREES below and under this heading in the appendix for each university.

20. The programs cited here and others are described in greater detail in the appendix for each university under the heading SPECIAL CLIENTELE PROGRAMS.

21. Associate degree and certificate programs are presented in detail in the appendix for each university under the heading ASSOCIATE DEGREE PROGRAMS.

22. The credit by examination policies of the universities are presented in the appendix for each under the headings COLLEGE LEVEL EXAMINATION PROGRAM, ADVANCED PLACEMENT EXAMINATIONS FOR CREDIT and DEPARTMENTAL EXAMINATIONS.

23. Policies of the universities are presented in greater detail in the appendix for each under the headings ARMED SERVICES TRAINING SCHOOL COURSES, DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES), ARMY HELP FOR EDUCATION AND DEVELOPMENT (PROJECT AHEAD), SERVICEMEN'S OPPORTUNITY COLLEGE (SOC) and MILITARY SERVICE CREDIT.

24. *A Guide to Educational Programs in Noncollegiate Organizations* (Albany: Regents of the University of the State of New York, 1976), p. 1.

25. See *Principles of Good Practice in Assessing Experiential Learning,* by Warren W. Willingham. The work is available from CAEL, American City Building, Columbia, Maryland, at a price of $3.00 per copy. For a statement of the early objectives see also Appendix VII, University of Minnesota, CREDIT FOR EXPERIENTIAL LEARNING.

26. Indiana University *Bulletin, op. cit.*, p. 30.

27. "The Justin Morrill College Venture Program: A Competency Based Liberal Arts Degree Certification Program," unpublished document provided by Dr. Mary Jim Josephs, Director, Venture Program, Michigan State University.

28. Ray, *op. cit.*, p. xiv.

29. See Appendix I, University of Chicago.

30. Ray, *op. cit.*, pp. 48-51.

31. *Ibid.*, pp. 85-92.

32. *Saginaw News.*, December 22, 1976, Sec. 2, p. 2.

33. Ray, *op. cit.*, pp. 201-203.

34. Detailed provisions of external and non-traditional degree programs are provided in the appendix for each institution under the heading EXTERNAL DEGREE PROGRAMS.

35. Consortium arrangements are described in further detail in the appendix for each university under the heading CONSORTIUM PARTICIPATION.

36. Off-campus class programs are described in the appendix for each university under the heading OFF-CAMPUS CLASSES–EXTENSION CLASSES.

37. In each appendix the programs of the universities are described in further detail under the headings EVENING CLASSES and SATURDAY CLASSES.

38. Programs are described in the appendices under the headings of INDEPENDENT (CORRESPONDENCE) STUDY and MULTI-MEDIA COURSES.

39. Indiana University *Bulletin*, Vol. LXXIII, No. 29, *College of Arts and Sciences Bulletin*, 1976-77, p. 26. See also Appendix III, Indiana University, INDEPENDENT STUDY OTHER THAN CORRESPONDENCE STUDY.

40. In the appendices for the universities further information is provided under the headings INDEPENDENT STUDY OTHER THAN CORRESPONDENCE STUDY and COOPERATIVE EDUCATION PROGRAMS.

41. "Proposed Policy Change for Short Courses," External Degrees Subcommittee Memorandum to Executive Committee of the Graduate College, April 13, 1976.

42. *Ibid.*

43. The appendices provide further information concerning self-paced learning programs and computer use in continuing education under the headings AUTO-TUTORIAL APPROACHES and COMPUTER ASSISTED INSTRUCTION.

44. In the appendix for each university further information concerning course offerings which rely upon a particular medium as the primary delivery vehicle will be found under the headings TAPE CASSETTE COURSES, RADIO COURSES, TELEVISION COURSES, NEWSPAPER COURSES, and ELECTROWRITER COURSES.

Appendix I

UNIVERSITY OF CHICAGO

INTRODUCTION

Through University Extension the University of Chicago, in 1976, offered courses and programs on its main campus and at nine suburban and downtown sites.[1]

The Graduate School of Business continues to provide an M.B.A. program at 190 East Delaware, but the Downtown Center formerly operated by the university has been closed because of high costs and the desire to use other sites in the suburbs that are closer to clientele groups. Special conferences, short courses and workshops are conducted by University Extension at the Center for Continuing Education on the main campus.

The University is a private institution governed by a board of trustees. University Extension is headed by a dean. Extension policies are reviewed from time to time by a University Board of Adult Education which includes the president and provost of the university, ten other voting members of the faculty and the dean. The dean is directly responsible to the provost of the university.

The Graduate School of Business regularly enrolls about 1,000 part-time students in its master's degree programs. The "190 M.B.A." may be achieved entirely through work at 190 East Delaware. In each quarter an additional 100 to 150 students take credit courses through Extension on the main Quadrangles.

In the area of courses not for credit, in 1975-76 there were 14,502 registrations reported by the Center for Continuing Education. Another 200-250 students enroll each quarter in the non-credit Basic Program of Liberal Education for Adults.

University Extension operated in 1975-76 on an allocation of $550,000 (unrestricted funds) and $300,000 in grant and other restricted funds. Its income was $165,000 for credit courses and $136,000 from non-credit offerings.

RESIDENCY REQUIREMENTS

Bachelor's Degree

The University of Chicago operates on a quarter system. Bachelor of science and bachelor of arts degree programs are offered through the College of the University. The College requires all students to take a year long sequence in each of four Collegiate Divisions: the biological sciences, the humanities, the physical sciences, and social sciences.

Students may be excused by placement examinations from the requirements in the biological sciences, the physical sciences, mathematics, and foreign language.

Degree programs are organized within the above four divisions and a fifth, known as the New Collegiate Division, which is interdisciplinary and interdivisional.

To meet the degree requirements the student must pass 42 quarter courses (43 in the Social Science Division and 39 in the New Collegiate Division). At least 18 courses must be completed in the College, and students with more than two years of work elsewhere are discouraged from applying for transfer.

Master's Degrees

In general a student must complete three quarters of fulltime work (three courses per quarter) and complete nine or more courses in residence for a master's degree. Graduate work at another institution is not transferrable to a degree program at the University of Chicago.

FEES

Tuition for full-time students and undergraduate students-at-large was $3,420 per academic year ($1140 per quarter) in 1976-77.

Fees for work at the master's degree level in the Graduate Divisions of the University were as follows for 1976-77:

One-half course	$ 350
One course	530
Two courses	870
Three courses	1210
Four courses	1550

The 1976-77 fees for graduate work in the Graduate School of Business were:

One course	$ 650
Two courses	1000
Three courses	1350
Four courses	1700

In the Graduate Schools of Divinity, Library, and Social Administration the fees in 1976-77 were:

One course	$ 510
Two courses	850
Three courses	1190
Four courses	1530

Elementary school teachers, secondary school teachers employed full-time and Returning Scholars (see **SPECIAL CLIENTELE PROGRAMS** below) were subject to the following fee schedule in 1976-77:

One-half course	$ 145
One course	230
Two courses	400
Three courses	570
Four courses	740

Elementary and secondary school teachers, to enjoy these rates, must be master's degree candidates and they enroll in courses offered after 3:00 p.m. Returning Scholars ordinarily enroll as part-time students--not as degree candidates. If Returning Scholars elect to become degree candidates and are admitted to candidacy, they must pay the difference between the immediately above schedule and the schedule applicable to the degree for courses taken that are accepted toward the degree.

STUDENT CLASSIFICATIONS AND APPLICATION OF CREDIT TOWARD DEGREES

Undergraduate Student-at-Large Classification

This status is applied to students who meet the admissions requirements of the College, are enrolled in degree programs at other colleges and universities and who wish to take courses not available at the student's degree granting institution. The status is also applied to mature persons interested in independent study. A student may enroll for three quarters of full-time work while in this classification. Students may petition for degree candidacy status, and if granted, appropriate work taken may be applied toward the degree.

Graduate Student-at-Large Classification

There are two categories for graduate students-at-large. The first is similar to the undergraduate student-at-large and is applied to degree candidates at other institutions who seek courses at the University of Chicago that are not available at the student's degree granting institution. In the second category are students who meet the regular admission standards of the university graduate divisions, are qualified for independent study and who seek to make a study of a specific subject. Admission is valid for one quarter only.

Since 1972 there has been a major change in the policy of the university with regard to the application of credit earned by a graduate student-at-large. At that time credit so earned could not be applied toward a University of Chicago degree. Residency and course requirements had to be met as if no such work had been taken.

The new policy is as follows: "Work taken as a student-at-large does not apply toward a University of Chicago degree. Credits earned are, however, recorded in the Office of the

Registrar and are available for transfer purposes. A student-at-large who later seeks to change his status to that of a degree candidate must supply all credentials and meet all the requirements for admission to the University. At that time, if he is admitted, he may file a petition to have credited toward his degree such courses taken as a student-at-large as are appropriate to his degree Program." [2]

Extension Non-Degree Student Classification

This classification is given summer session students who meet the prerequisites for courses and are admitted to courses for credit offered through Extension. No formal admission to the university is required. Such students who are later admitted to the university may apply credit so earned toward a degree program only at the discretion of the university, and they are billed the difference between degree and non-degree tuition for the courses which qualify for application and are applied. Most courses for credit offered through Extension are taught on the main campus (Quadrangles).

Returning Scholar Classification

This classification is given persons over 35 years of age who are not currently enrolled in a degree program elsewhere or who, regardless of age, have not been degree candidates for ten years or more. Returning Scholars are enrolled through Extension, and are not degree candidates. (See **FEES** above, and **SPECIAL CLIENTELE PROGRAMS** below).

COUNSELING AND ADVISING

Students who register in courses or programs through Extension are advised in the office of the dean. There are no special career or personal counseling services provided for such students.

SPECIAL CLIENTELE PROGRAMS

There are no specially designed programs of credit courses or degree programs for such groups as the disadvantaged, prisoners, women or other groups of adults who wish to study on a part-time basis.

Graduate School of Business 190/MBA Program

This program is offered through classes provided in evening hours at 190 East Delaware in downtown Chicago. After an initial enrollment students may transfer to the full-time M.B.A. program on the main campus. Students take one or two courses per quarter and 20 courses are required for the degree (eleven required, nine electives). The program may be completed in two and a half years and all candidates are expected to complete their work in not more than five years.

Most of the courses are offered between 6:20 and 9:00 p.m. (some are held in late afternoons). Students may also take some courses on the main campus. Most classes meet twice a week.

Students have access to computer terminals. Many courses involve "packaged programs" of computer assisted instructional materials.

(See also **COLLEGE LEVEL EXAMINATION PROGRAM** below.)

Graduate School of Business Executive Program

The Executive Program was begun in 1942. Applicants for the program are generally expected to have had ten years of experience and to be employed in managerial positions. Weekly attendance is required for two years. Groups of enrollees are limited to 75 persons--most students are 35-45 years of age. Classes, after a week of orientation, meet each week for whole days on alternate Fridays and Saturdays at 190 East Delaware. Those admitted as degree candidates who maintain the academic requirements of the School are awarded M.B.A. degrees and certificates, non-degree candidates are awarded certificates. While the 190 M.B.A. and the on-campus M.B.A. require 20 courses, the Executive M.B.A. program is a 14 course program. The cost of tuition for the Executive M.B.A. is $4,150 per year.

(See also **COLLEGE LEVEL EXAMINATION PROGRAM** below.)

The Returning Scholar Program

Persons admitted to this specially designed program for older students must be at least 35 years of age (or not have been a degree candidate elsewhere for the past ten years). The program is administered by Extension.

Students enrolled are not degree candidates. They enroll in regularly scheduled classes on the campus along with other University of Chicago students. One or more classes may be taken on a classroom space available basis (priority is given degree candidates).

Counseling is provided through the Office of the Dean of Extension and students are provided an advisor who facilitates entry into classes.

Full academic credit is awarded, and students may decide to become degree candidates. When a Returning Scholar is admitted as a degree candidate and courses previously taken are accepted toward the degree the student is billed the difference in tuition. (See **FEES** above.)

Registration in the program is valid for one quarter only. Returning Scholars are issued identification cards which make accessible library privileges, cultural events on a free or reduced student-rate basis, locker privileges and physical education facilities use. Such students are not eligible for student aid, student health services or residence hall living quarters.

The program was launched in 1973-74. About 450 persons have taken advantage of the program, and 12 have become degree candidates. Fifty to 70 persons enroll each quarter in about 90 courses.

The Pritzker School of Medicine, the Law School and the Graduate School of Business do not participate in the program.

School of Social Service Administration - Planned Part-time Masters Program

The master of arts degree in social work requires two years of full-time study, however a planned part-time study program may be arranged so that the first year of work may be spread over two years. Those electing this option usually spend a third year in full-time study, however the second year of work may also be divided to take two years. Work following the meeting of the first year requirement usually involves three full days per week, and it is often difficult for fully employed persons to exercise the divided school year option.

The Basic Program of Liberal Education for Adults

Begun in 1946, this non-credit certificate program is designed as a two year series of weekly seminars, tutorials and lectures for the adult who wishes to "broaden and strengthen" his intellectual powers and "grapple directly with the central intellectual problems and ideas of the Western tradition." The Great Books of the Western World are used as the primary reading source for the students. Class meetings are conducted on the campus and at other suburban sites. Tuition is $225 for the once-a-week three quarter course or $100 the first quarter and $125 for the second and third quarters combined.

The Fine Arts Program and The Metropolitan Institute Program

These programs, reported upon in the 1973 *C.I.C. Study of the Non-Traditional Student*, Report Number One, "University Credit and Degree-Earning Opportunities for Adults" (page 35), are no longer offered by the University of Chicago.

Other Non-Credit Courses

Extension also provides non-credit courses in fine arts, anthropology, archaeology, book publishing, foreign affairs, information systems, languages, and reading improvement.

CONTINUING EDUCATION UNITS (CEU)

The Board of Adult Education has empowered the Center for Continuing Education to grant Continuing Education Units.

ASSOCIATE DEGREE PROGRAMS

The University of Chicago does not offer associate degree programs.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

No credit toward an undergraduate degree may be earned through the College Level Examination Program, and CLEP credit may not be transferred from another institution which may have recorded such credit on a transfer student's transcript.

The Graduate School of Business 190 M.B.A. and Executive M.B.A. degree programs are open to persons who have bachelor's degrees from accredited institutions and to applicants with 90 semester hours of liberal arts credit and satisfactory scores on the Admission test for Graduate Study in Business. Persons 25 years or older who do not meet these requirements may gain admission by passing CLEP general examinations. The tests are also required of persons who have degrees from nonaccredited institutions. A total score of 2.780 is required for admission (600 on the social sciences-history examination, 470 on the humanities examination and 570 on each of the other examinations in English composition, mathematics and natural science). If one of the test scores is below the above minimums (but on no more than one) and the total is 2,780 the applicant may still be admitted. Anyone who achieves the score may be admitted regardless of prior formal education achievement.

Divisional Master's Degree Programs in the Social Sciences provide interdisciplinary opportunities for general and professional education at the graduate level. Although the programs are designed for full-time students, part-time students who apply are considered for enrollment. Mature persons who do not have an A.B. degree but who have unusual ability and experience may apply through the Dean of Students in the Division of Social Sciences and CLEP examinations may be required in the admissions procedures for such persons.

University of Chicago

(See also **COLLEGE LEVEL EXAMINATION PROGRAM** section in Appendix VIII, Northwestern University, below. While neither Northwestern nor the University of Chicago accepts CLEP credit in application toward home-campus baccalaurate degrees, both employ the tests for admission to certain master's degree programs).

ADVANCED PLACEMENT EXAMINATION FOR CREDIT AND DEPARTMENTAL EXAMINATIONS FOR CREDIT

College Entrance Examination Board Advanced Placement Examinations (CEEB)

Credit is awarded to entering freshmen on the basis of scores on the CEEB examinations and the university's own placement examinations (or a combination of both).

Placement and/or credit for College Entrance Examination Board examinations is determined as follows:

BIOLOGICAL SCIENCES

Biology: Credit for 100 level Biology for grades of four or five on the AP test in Biology.

HUMANITIES

English: No credit or advanced placement is given for English. English is not a requirement.

French and Spanish: Credit for Level I (French 101-102-103, Spanish 101-102-103) for a grade of four on the AP test. Credit for Level II (French 201, Spanish 201) for a grade of five on the AP test. Both grades are subject to being raised on the basis of the College's own placement tests.

Latin: Credit for Latin 101-102-103 for a grade of four or five on the AP Latin IV test. Credit through Latin 204 for a grade of four or five on the Latin V AP test.

German: Credit for German 101-102-103 for a grade of four or five.

SOCIAL SCIENCES

History: No credit or advanced placement given. The subject matter of the two AP tests (American and European) in history does not correspond to the course in the History of Western Civilization.

PHYSICAL SCIENCES

Chemistry: Credit for Chemistry 105-106-107 for a grade of five on the AP Chemistry test.

Mathematics: Credit for Math 150 for a grade of four in AP Calculus AB. Credit for Math 151 for a grade of five in AP Calculus AB or a grade of four in AP Calculus BC. Credit for Math 151-152 for a grade of four in AP Calculus BC. Credit for Math 151-152 for a grade of five in AP Calculus BC. (Department requires that each student seeking accreditation take its battery of placement tests upon entrance.)

Physical Sciences Common-Year Sequence: Credit for this course sequence given for any one of the following grades: AP Chemistry, four or five; AP Physics B, five; or AP Physics C, four or five. (This accreditation is not valid for any of the bachelor's degrees offered by the Physical Sciences Collegiate Division.)

Physics: Tests in Physics are under review.

Other Credit by Examination

Students who are degree candidates may gain credit by examination for courses in foreign languages and some sciences. They may take courses at the level of their abilities. For example, in some departments, students may acquire combined bachelor's and master's degrees in four years or less.

ARMED SERVICES TRAINING SCHOOL COURSES

No credit may be transferred to the University of Chicago for courses taken in armed services training schools unless the work was offered by an accredited institution.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) COURSES

The University of Chicago does not accept DANTES courses for credit.

ARMY HELP FOR EDUCATION AND DEVELOPMENT (PROJECT AHEAD)

The University of Chicago participates in Project Ahead.

SERVICEMEN'S OPPORTUNITY COLLEGE (SOC)

The University of Chicago does not participate in the program of the Servicemen's Opportunity College.

CREDIT FOR COURSES LISTED IN AMERICAN COUNCIL ON EDUCATION GUIDE TO EDUCATIONAL PROGRAMS IN NONCOLLEGIATE ORGANIZATIONS

The University of Chicago does not award credit for courses taken in nonaccredited institutions.

University of Chicago

EXTERNAL DEGREE PROGRAMS

The University of Chicago offers no degree program in which no residency is required. In June, 1972, the Committee on University Extension provided an extensive report to the President of the University.[3]

The Committee was headed by Professor Cyril O. Houle and consisted of nine distinguished members of the faculty. The committee reported that its members believed the current and future goals of extension at The University of Chicago are:

> To provide complete degree programs for non-campus students. There is much discussion to-day of the so-called "external degree" by which students can take enough courses or prepare in other ways so that they take only limited part—or no part at all—in campus life or instruction. Sometimes the external degree is identical with the internal one, but in other cases it is devised with the needs of a special group of adults in mind. Chicago offers both kinds by awarding the 190/MBA and the Executive Program. In the past the University has offered external master's degrees in education and perhaps in other subjects as well; it does so no longer. The Committee has no particular recommendations to make about the establishment of new graduate external degrees, feeling that each school and department can best judge the appropriateness of such action.
>
> Many trends and a few crises in American higher education have encouraged the creation of external baccalaureates especially designed for an adult clientele. The idea has been given special prominence by the development of the Open University in Great Britain. Harvard has long had such a degree, perhaps 10 other universities have had substantial experience with them, and many other institutions are designing them. In the 1940s, it was thought that Chicago's Basic Program might some day grant the baccalaureate but this result has not been brought about. Meanwhile at least three Chicago institutions have developed special undergraduate external degrees and most of the other local universities have evening school or "extended day" courses by which a degree can eventually and laboriously be achieved. For these reasons, the Committee doubts the wisdom of introducing such a degree at this University, unless strong support arises in the faculty for some strikingly original program which has assurance of adequate financing.
>
> To aid part-time students to complete degree or certification requirements. For many years, and still perhaps to-day, this goal was the chief purpose of the University in offering extension. Since credit by extension has always been a difficult topic with which to deal, it may be useful to begin by distinguishing among three kinds of University students, recognizing that distinction may be hard to draw in particular cases and that the same individual may move from one category to another. The three are: the full-time Chicago degree candidate; the part-time Chicago degree candidate undertaking either a reduced load or intermittent study; and the extension credit student.
>
> It is often assumed that people in this last category enroll in credit courses only because they are interested in the subject-matter involved or because they believe that credit is the hallmark of quality. Actually, most extension credit students have purposes which make them remarkably like Chicago part-time degree students. Such extension credit students take courses: to secure credit for use at another institution; to earn some University or externally-awarded certification; to establish themselves at a higher level on a merit-based salary schedule; or in other ways to demonstrate their competence formally to themselves or to others . . .

. . . the Committee has no recommendations to make in terms of the present scope of operation. We believe that both part-time and extension students will continue to be permanent major parts of campus life, and ones whose special difficulties seem never to have been permanently solved by rules and regulations here and elsewhere, since the American university began admitting such students to credit courses; and we have no new legislation to suggest. We should note, however, that if future financial circumstances require a substantially larger number than at present of part-time students or if more vigorous efforts to provide credit courses in the summer and on campus are successful, some serious general problems of inequity may arise. If so, another faculty committee should be appointed to consider them and make recommendations.

To provide continuing or re-establishment education for people engaged in the professions or the scholarly disciplines. The Committee assumes that everyone is aware of the rapidity of change in modern life and the impact of such change on the professions. The Shils Report says that the University has only the function to train students for entry into scholarly professions; the individual so prepared presumably has the capacity and the will to guide his own further education through self-directed study or participation in voluntary associations.

But the professional schools, some of the departments, and the Industrial Relations Center at The University of Chicago have developed a variety of services designed to help professional workers maintain competence in their present work, prepare themselves for different kinds of responsibility, or acquire the knowledge they need to re-enter an occupation they have not been practicing. This direct contact with the practitioners of a profession often has significant educational values for the professor of it. The Committee strongly endorses this thrust toward continuing education in both the applied fields and the supporting disciplines. Many other institutions (most notably the professional societies) also seek this same goal, but nobody has yet clarified the proper role of a university in doing so, either alone or in collaboration with other sources of professional enlightenment. Perhaps such a clarification might ultimately be an important contribution of extension.

To provide the opportunity for individuals to broaden the base of their knowledge. The University has long been successful in designing programs to provide adult students with a sound grounding in bodies of content which they had not had learned earlier. The study of the great books, of world politics, of the humanities, of liberal culture, of music (particularly chamber music), and of the nature of the city are well-known examples of the University's success in this respect, though it cannot be denied that some faculty members regard such courses more as pleasant and edifying experiences than as true study. In the sciences, chiefly perhaps because of the difficulty presented in learning their special languages, success has been less great than in the humanities and the social sciences, but the members of the Committee believe that the need for widespread social understanding of science remains, even though an audience has yet to be found. The Committee on Extension believes that this fourth goal continues to be a strong and viable one, and that much more than at present could be done to achieve it in the University's central city locations, on the Quadrangles during the year and in the summer, and by the use of the newer media of education as they are developed.

To provide continuing in-depth information for a broadly-informed public or for special publics on current issues and new areas of knowledge. This goal somewhat overlaps several of the others but it has a sufficiently separate identity to be worthy of mention. The great prototype in the accomplishment of this goal was

The University of Chicago Round Table, which, for 20 years, gave the entire American public the opportunity each week to hear about important topics from the best-informed experts in the country. But many other examples exist: one-day seminars, special luncheon and dinner meetings, radio and television series, conferences, and special meetings. Some are sponsored or co-sponsored by one or more of the seven extension units; some arise from the actions of the alumni office, the Citizen's Board, or the Women's Board; some are sponsored regularly by the various departments of instruction; and some seem to bubble up spontaneously as needed or desired.

In achieving this goal, the University appears to have its greatest success when it does not approach the general public as a whole but addresses its efforts to the thoughtful, usually well-educated people who do not seek to find out what everybody else knows but what the expert thinks. Usually this knowledge is not immediately practical in informing its hearers as to a particular course of action. The content is theoretical, an effort is made to present several viewpoints on issues, and opinions are supposed to be based on informed knowledge. Such, at any rate, is the general policy followed—not by rule but by a tacit acceptance of what constitutes sound practice. The Committee has nothing new to suggest so far as this goal is concerned.

To provide mid-life learning experiences of some depth for defined groups of adults. This goal suggests not continuing but re-current education; the return to the University by an adult for a course of study which is usually carried on in residence though it need not be, which may be either occupational or non-occupational, and which gives the man or woman concerned a full-scale opportunity to re-stock his mind and re-examine his values.

The idea is not new. Seventy-five years ago, Sir William Osler argued in his baroque way for a "quinquennial brain-dusting," and Sir Richard Livingstone, while Vice Chancellor of Cambridge just after World War II, did much to advance both the idea and its application. But the wide spread of formal knowledge and the relative affluence of American life suggest that recurrent education will become much more common in the future than in the past. McGeorge Bundy has suggested that in an achievable academic utopia "the university, properly construed, is not merely a place of full-time effort by young students and old professors—it is also a home for hours, or days, or weeks at a time of all highly civilized men." He added that "there can be no room in this promising new development for sloppy or second-rate or casual work." ("A Report from an Academic Utopia," Harper's, January 1962.)

The University has had a modest success with such programs. Among them are the activities designed for journalists studying urban affairs, for humanities faculty members in private liberal arts colleges, for various specialists in business and industry, for people who are changing careers or moving to new levels of responsibility, for board members of community institutions, and of the administrators of public health programs. But the Committee believes that much more could be done than at present to make recurrent education an important part of the University's life. We recognize that such programs involve counseling, the designing of special learning experiences as well as the provision of formal instruction, and perhaps the creation of special degrees and certificates . . .

The Committee believes that mid-life learning experiences may be significant for many different sectors of our society. One major group (which we mention only for purposes of illustration) is made up of women, especially those in the thirties or forties who are reorienting themselves after some period away from professional or educational pursuits. Some of the members of our Committee are aware of the accomplishments of programs of this sort at Radcliffe, Sarah Lawrence, Oakland, Minnesota, and elsewhere, and believe that Chicago might actively explore ways to develop its own distinctive approach to help women to achieve the intellectual, political, and economic advantages they might otherwise not achieve.

To provide the opportunity for the development of new knowledge. Many people think of extension as the conveying of the already-known but it is sometimes the way by which new knowledge is developed. Such a result may be brought about through a study of the methodology of the learning process. Margaret Mead, for example, has recently given much attention to the structure and operation of residential conferences and has co-authored a book on her findings.

More important is the knowledge which arises from the synthesis of ideas within the conference itself. A recent study by John Buskey of 425 conferences at five university centers for continuing education (including Chicago's) enabled him to develop a taxonomy of 12 major types of residential continuing education. At least six are intended directly to produce new knowledge. (The others may do so incidentally or eventually as a result of the dissemination of knowledge.) For example, two of his types are: "the study of a discipline or field of study in order to organize it and derive a set of new questions or hypotheses for further research"; and "the creation of a plan or product by synthesizing or combining a number of elements into one integrated whole: a new curriculum, a plan for action, and so on."

Contributions of this sort can be achieved by other means than conferences, and the university, as an institution, has no monopoly on their sponsorship. The Committee does want to indicate, however, that well-developed extension activities can possess this potential.

To improve the quality of the University's own performance of its functions. The University is a large, complex, and powerful social entity and its academic and administrative leaders have done much by way of education to improve the quality of its community life and the performance of its functions.

The faculty educates itself in many ways including, most visibly, the meetings and symposia whose notices crowd the campus bulletinboards. It would be stretching definitions too far to include this great array of activity as a part of extension. Occasionally, however, a need for formal education achieves widespread dimensions, as happened in recent years when many faculty members have learned to deal in one way or another with the computer. It is also true that faculty members who participate in University-sponsored conferences or other activities often find their associations challenging and rewarding.

The non-academic staff has available a number of general and special arrangements, of which the most fully developed (so far as the Committee is aware) is the Department of Education and Training of the Hospitals and Clinics. The Committee has not gone into the whole matter of personnel training at the University, partly because it is only peripherally extension in the customary meaning of that term and partly because it operates in a decentralized fashion whose lines of influence and degree of impact would be hard to assess. The Committee does feel, however, that if training upgrades performance in other kinds of social institutions, as is commonly thought to be the case, it ought to do so in a university. At least at the more complex and specialized levels of non-academic employment, extension has a function to perform.

> A third way by which the University aids itself by extension is by providing programs for its neighborhood. Some sociologists have defined the whole pattern of social interaction in Hyde Park, Woodlawn, and Kenwood in the last quarter century as a community development process which was broadly educational in an acculturative sense. For other people, the cultural environment of the University—chiefly its offering of art, music, and public lectures—establishes a broad though not sharply defined tone which is constantly though subtly educational. The Committee on University Extension, however, while agreeing with both points of view believes that there should also be more directly instructional efforts than are now being provided.
>
> At least three kinds of activities come to mind. The first is made up of the courses, both credit and credit-free, which have been part of campus life for generations; even while recognizing all of the difficulties said to be involved by the dangers of the neighborhood, we hope that the University can preserve and even strengthen this offering. The second is the training of the staffs of community and neighborhood institutions, often in a spirit not of instruction but of collaboration and assistance; the Graduate Schools of both Social Service Administration and Education have been helpful in this regard and there are doubtless other examples as well. The third is the use of cultural activities in an educative way; an outstanding example of such work was provided by University Extension last year in the seminars offered in connection with the performances of the Fine Arts Quartet . . .[4]

While the above deals with more subjects than the question of external degree programs, it is extensively quoted here because of its over all implications for continuing education as a mission of the University of Chicago.

INDEPENDENT (CORRESPONDENCE) STUDY

The University of Chicago does not offer credit courses through correspondence study.

INDEPENDENT STUDY OTHER THAN CORRESPONDENCE STUDY

The undergraduate divisions of the College of the university provide opportunities for students to engage in independent study through registration in courses numbered "99." Students-at-Large may enroll for such courses with faculty permission.

EXTENSION CLASSES—OFF CAMPUS CLASSES

The University of Chicago does not usually offer courses for credit at sites other than its main campus or the downtown Graduate School of Business Center at 190 East Delaware.

University Extension each quarter and in the summer serves as the registration vehicle for courses on the main Quadrangles as a service to persons who are not degree candidates. The courses are all parts of the regular university curriculum. More than 80 such courses were offered in the fall of 1975.

Faculty members of the university are employed on a three term per year basis with one term of the four term year free of teaching responsibilities. During three quarters, the faculty member is "in residence." Courses taught in the extension class program are considered a part of load for faculty members in residence at the time the course is taught. Faculty members who teach extension classes during the summer quarter, if they are not in residence, are paid one-ninth of their annual salaries per course taught with a maximum of two courses allowed. In general courses which generate fewer than eight students are canceiled.

Academic Program for Professional Students

In the 1973 *C.I.C. Study of the Non-Traditional Student,* Report Number One, "University Credit and Degree-Earning opportunities for Adults" (p. 39), it was reported that students enrolled as degree candidates in the School of the Art Institute of Chicago, the Goodwin Theatre, the Sherwood Music School, the American Conservatory of Music, the Harrington Institute of Interior Design and the Chicago Academy of Fine Arts could meet the general education and liberal arts requirements of their baccalaurate degree programs through courses offered by the University of Chicago. Such courses are no longer provided by University Extension.

ACCELERATED COURSES OR "MINI-COURSES"

Except for summer quarter courses offered over periods of time that may be less than a full quarter in duration there are no undergraduate credit courses offered especially for part-time students in shortened time frames. Some courses in the Graduate School of Business Executive Program are half-courses.

AUTO-TUTORIAL APPROACHES

The use of "packages" of materials and instructional media through which students move through course materials largely at their own pace and with little or no direct supervision has not been a feature of credit or non-credit courses.

COMPUTER ASSISTED INSTRUCTION

There are no courses for credit currently available off-campus at suburban centers which employ the computer as the vehicle of instruction (either as the sole vehicle or as an augmenting resource). The 190 M.B.A. Program and the Executive M.B.A. Program employ some "packaged programs" of computer assisted instruction materials.

University of Chicago

RADIO COURSES

The University of Chicago does not offer courses through radio broadcasting facilities.

SATURDAY CLASSES

The University of Chicago does not have a specially designed program of Saturday classes for extension non-degree students or other part-time students.

TELEVISION COURSES

There are no courses for credit offered over television either through cable television or open broadcast facilities accessible to the part-time student in his or her home.

ELECTROWRITER COURSES

The University of Chicago does not lease or own Victor Electrowriter equipment and no courses are taught through this vehicle on or from the campus.

NOTES

1. The locations off-campus are at Spertus College, 618 S. Michigan; 190 E. Delaware; 1100 E. 57th Street; Beverly Art Center, 2153 W. 111th Street; New Trier High School; Evanston Art Center; Glencoe Women's Library Club; Rosary College; and Park Forest Public Library.

2. University of Chicago, *Announcements 1975-77*, Vol. LXXIV, No. 11, *Graduate Programs in the Divisions*, pp. 13-14.

3. Cyril O. Houle et al., "Report of the Committee on University Extension," in *The University of Chicago Record*, Vol. VII, No. 5, April 21, 1973, pp. 138-155.

4. *Ibid*., pp. 151-154.

Appendix II

UNIVERSITY OF ILLINOIS–URBANA-CHAMPAIGN AND CHICAGO CIRCLE CAMPUSES

INTRODUCTION

The University of Illinois is organized as one university with three campuses. The following is concerned with the campus at Urbana-Champaign and the Chicago Circle campus. (The third campus is the Medical Center campus in Chicago. Its continuing education programs are largely for professionals in the health sciences. Medical Center programs, which provide only a few credit courses for nurses as part-time students, are not reviewed here.)

There has been a substantial reorganization of the structure for extension and continuing education at the university. On July 1, 1973, there came into existence the Office of Continuing Education and Public Service which replaced the Division of University Extension. There was also established an Office of Extension at the Chicago Circle campus.[1]

The Faculty Newsletter from the Office of the President–University of Illinois in October 1973 described the new organization as follows:

> **ORGANIZATION FOR CONTINUING EDUCATION AND PUBLIC SERVICE**
>
> Substantial changes in the University's approach to its off-campus or outreach responsibilities have been in the making in the academic year 1972-73, with important antecedents running back to 1968. The culminating organization, both at the campus and University-wide levels, is herein described . . . . .
>
> In keeping with its organization as a single University system of three campuses, the public service function is organized into four components:
>
> 1. that which is University-wide
> 2. that relating to each of the three campuses
>
> The functional and organizational characteristics are:
>
> University-wide: system-wide staff services, including policy-setting, evaluation, and coordination, and the operation of (a) a statewide network of field representatives and (b) those continuing education functions which are most general and autonomous, and least dependent on campus personnel for "delivery" (specifically, the following units from the former Division of University Extension, now comprising the new University Continuing Education: Police Training Institute, Firemanship Training, Civil Defense Training, Correspondence Courses, and Visual Aids (Services).

Campus: operation of continuing education programs to which the regular teaching personnel of the campus make a major contribution, such as the Extramural Classes and Conferences units from the former Division of University Extension, and provision of such off-campus services as flow from the "mission" of that campus, including the traditional land-grant functions of the Cooperative Extension Service on the Urbana Campus.

Each component is briefly described below.

UNIVERSITY-WIDE

Reporting directly to the President of the University, the University-wide organization has these major components:

1. Vice President for Governmental Relations and Public Service [now Vice President for Academic Affairs], who exercises coordinative powers and aids the President in a staff capacity regarding public service.

2. Associate Vice President for Public Service, who in addition to serving as Director, Cooperative Extension Service, Urbana Campus,

   a. directs the University field network, utilizing the structure of the ten existing regions of the Cooperative Extension Service.

   b. Assists the Vice President in facilitating those public functions relating to personnel resident in the field.

Field Network

Besides exercising a coordinative function, the University-wide officers also operate the field network, which serves as a bridge between public needs and University capacity "to deliver" on such needs. That network consists of special University personnel serving as "brokers" in the field, or linkage mechanisms, or the University's "eyes and ears," based on the ten regions of the state which are used by the Cooperative Extension Service. Such personnel work with individuals, groups, and other educational institutions in identifying needs and in matching them with appropriate University knowledge and programs. Present personnel in the network under the Associate Vice President for Public Service are

a. the ten Regional Coordinators, who tie together all University outreach personnel in each region, attempt to sharpen the University's focus and impact in the area, and link the resources of the Cooperative Extension Service to all other University effort in the field (e.g., the services of the Community Resource Development officers)

b. six Regional Program Directors (one intended for each region but with three Directors now serving more than one region simultaneously), who represent continuing education in particular but assist in all field-service linkages.

c. an overall Program Director, residing at the University-wide headquarters, who works with all field personnel, and Regional Program Directors particularly, and facilitates communication and planning relationships with campus personnel.

This structure is designed to produce a mutually supportive and reinforcing effect between the Cooperative Extension Service, with its historical presence in all areas of the state, and all other aspects of public service, including continuing education in the professions and for leisure time, service to the cities (see section below on special coordinative mechanism in the Chicago area), independent off-campus study, and the application of knowledge to problem-solving both statewide and nationally. It does this, in part, by

a. having the Director of the Cooperative Extension Service serve also as Associate Vice President for Public Service

b. making the Cooperative Extension Service Regional Directors also Regional Coordinators for University-wide public service purposes in each region (except in the Chicago area as described below)

c. tying all other public service field relations (and specifically all of the non-agricultural type) into this revised but previously existing regional coverage of the state

d. facilitating the work of the Vice President for Governmental Relations and Public Service [now Vice President for Academic Affairs] in coordinating the application of University educational resources to public service activities.

Regional Coordination in Chicago Area

Region II, comprising the northeastern portion of the state, including Chicago, presents many special problems not found in other regions:

a. two University of Illinois campuses are located in Chicago

b. the Chicago Circle Campus has a special mission to serve the Chicago area and to meet the urban problems there

c. the concentrated population makes atypical demands on the Cooperative Extension Service.

d. the out-of-Chicago portion of the University of Illinois (the Urbana Campus) also has special need for outreach activities in the most populous part of the state.

Therefore, the Director of Extension, Chicago Circle Campus, has been designated as Regional Coordinator for Region II, in addition to his campus role, which means that he also serves in a University-wide capacity and, for that purpose, reports to the Associate Vice President for Public Service, like all other Regional Coordinators. A Program Coordinating Committee, chaired by the Regional Coordinator and consisting of representatives from each campus and of the other interested parties, will assess regional needs and coordinate the University responses. This arrangement, recognizing both the special geographical mission of Chicago Circle and the disciplinary mission of the other campuses, is understood to be subject to later evaluation in terms of its capacity to maximize the total University of Illinois impact in Region II. [Effective in 1977 the responsibility for regional coordination has been assigned to an Associate Vice Chancellor for Academic Affairs on the Chicago Circle campus.]

University Council on Public Service

To provide overall and intercampus coordination and policy recommendations, to exchange information, and to facilitate program planning, a University Council on Public Service, under the chairmanship of the Vice President for Governmental Relations and Public Service [now Vice President for Academic Affairs], brings together the chief officers with continuing education and public service responsibilities, both at the University and campus levels, plus the Vice President for Academic Development and Coordination and the Executive Director of the Alumni Association.

CAMPUSES

Urbana-Champaign Campus

Effective July 1, 1973, the Office of Continuing Education and Public Service has overall responsibility for continuing education, extension, and public service for the Urbana Campus. The Director of that office, as an Associate Vice Chancellor for Academic Affairs, helps to relate continuing education and public service more closely to resident instruction and research. He is a member of the University Council on Public Service and is chairman of a campus Council on Continuing Education and Public Service, composed of persons from the various colleges and institutes. This arrangement is designed to help coordinate activities at University, campus, and college levels. The persons to provide liaison between campus and each of the colleges and institutes are now being designated.

The Office of Continuing Education and Public Service contains some of the departments that were part of the former Division of University Extension, including extramural classes, conferences and institutes, and extension programs in international affairs, art, music, and engineering.

The Urbana Campus Senate has a standing committee on Continuing Education and Public Service, composed of faculty members, students, and administrators. It focuses attention on faculty awareness and policy issues regarding continuing education and public service as a University function.

Chicago Circle Campus

That part of the former Division of University Extension which drew heavily on the Chicago Circle Campus faculty for its "delivery" off campus is now part of the organization of that campus. The transferred parts are those portions of the former Extramural Classes and Short Courses and Conferences which were Circle-based.

The new campus unit, effective July1, 1973, is the Office of Extension, headed by a Director, who reports to the Vice Chancellor for Academic Affairs. The Director is also Regional Coordinator of continuing education and public service in University Region II, the nine counties of Northeastern Illinois, and a member of the University Council on Public Service. [An Associate Vice Chancellor for Academic Affairs has been assigned this responsibility as of 1977.]

> At the college level, each college has named an official (e.g., an Assistant or Associate Dean) to be the liaison officer or contact point for relations between "extension" and the college. Representatives of a few non-college outreach-oriented units are also included. These taken together comprise the Council on Extension and Public Service, which works closely with the Director of Extension in program planning and staffing. While all colleges have such relationships, some, like the College of Urban Sciences, have close and continuous relations because of a strong public service commitment.
>
> At the faculty level, the Chicago Circle Senate has a standing Committee on Continuing Education and Public Service, which contributes to faculty awareness and involvement in the public service function.
>
> **Medical Center Campus**
>
> While continuing education for professionals and health service delivery are functions of rising priority, they are so built in to all other aspects of the Medical Center Campus that the public service organization is bound to be affected. It is less "separated out" and more "built in," but it is nonetheless there.
>
> The overall responsibility, under the Chancellor, rests with the Vice Chancellor, whose duties extend to many other areas, as well, including the academic. He is also a member of the University Council on Public Service.
>
> In each college and school, an Assistant or Associate Dean is being identified to coordinate the educational units and activities concerned with continuing education and public service. Including these officers, plus representation from the Center for Educational Development, a campus-wide coordinating council is in process of formation.
>
> A new factor is also being integrated into the campus policy and structure: the Area Health Education System program, funded by a generous grant from the Federal Government. One of the purposes of that grant is to improve the education of the health professionals, thereby improving health service delivery. The director of the Area Health Education System is the Dean of the School of Associated Medical Sciences, who has continuing-education representatives in Rockford, Peoria, and Urbana, where medical education is now offered.
>
> Another piece of the public service structure is the Center for Educational Development, College of Medicine, which has initiated experimentation on statewide continuing education for practitioners in the health fields, particularly by linking the Chicago resources with facilities in Peoria and Rockford and by developing the teaching faculties there.[2]

On the University of Illinois at Urbana-Champaign campus the administrative officer for programs directly related to the subject of this study has the dual title of Director of the Office of Continuing Education and Public Service and Associate Vice Chancellor for Academic Affairs. The Chicago Circle Campus Office of Extension is headed by a director who reports to the Vice Chancellor for Academic Affairs. These administrators and the administrative officer for the

Cooperative Extension Service (who has the additional title of Associate Vice President for Public Service) have direct and indirect lines of communication and authority to administrative officers responsible for academic affairs and for governmental relations and public service.

While the structure is relatively new, administrators concerned with its operation believed it to provide a workable arrangement which has greatly enhanced intra-university communication and program effectiveness.

In a preface statement to the organizational plan reported above, President John Corbally stated in 1973:

> During my two years on active duty here, this topic has assumed new importance. The leadership of the Board of Higher Education, for example, is increasingly anxious to substitute the concept of "people served" for the usual count of FTE students when the subject of the real work load of higher education is discussed. There are always those who would assign "franchise areas" to each public university campus in Illinois—an assignment which violates the traditional role of the University of Illinois and an assignment which we cannot accept. There is increasing interest on the part of municipal and state governmental agencies for new and meaningful relationship between those agencies and the resources of higher education. And the whole subject of "non-traditional, innovative, modern . . .etc. methods of educational delivery" is a subject with which we must come to grips even as we strive to define its meanings.
>
> Along with the recognition of the increasing importance of public service, extension, and continuing education to the University have gone our efforts to structure the University to provide as much "local option" to the campuses as is consistent with our existence as a single University of Illinois.[3]

The plan envisions broad participation by the colleges of the university, and the deans of the colleges or collegiate associate deans for outreach are members of the seventeen person Council on Continuing Education and Public Service. The council serves as a vehicle for making resources and support services known. Major program responsibility is decentralized (or in the process of decentralization) to the colleges, and, at the same time, there is coordination among the efforts of the three campuses.

While this study primarily concerns credit offerings, it should be noted that non-credit programs at the University of Illinois are extensive. In 1974-75 the Urbana-Champaign campus reported 17,735 registrations and the Chicago Circle campus reported 4,166 non-credit registrations. In that same year, the base figure for continuing education and public service activities related to the Urbana-Champaign campus was about twenty million dollars (on campus and throughout the state).

RESIDENCY REQUIREMENTS

Bachelor's Degrees

To achieve a bachelor's degree the student must be in residence for the last 30 semester hours of work (or the first 90 semester hours) at Urbana-Champaign and 45 quarter hours (or the first 135 quarter hours) at Chicago Circle.

Master's Degrees--Urbana-Champaign

Unless otherwise specified for particular degree programs, eight units of credit for the degree must be earned. A "unit" is the equivalent of four semester hours. At least three of the eight must be in the 400 series, and two of the three must be in the major field. From two to four units (eight to twelve semester hours) of applicable degree credit may be transferred from other accredited institutions. At least one half of the minimum units must be in courses meeting on the Urbana-Champaign campus or in other locations approved by the Graduate College for residence credit (R credit). These policies have been in effect since May, 1974, and they mark a significant change from the policies in effect in 1972-73. The earlier policy required the student to be in residence by living in the Urbana-Champaign community or its immediate surroundings and devoting an appreciable portion of time to graduate study. The domicile of the student is no longer a factor in determining residence.

The new policy is as follows:

"The Graduate College can approve the offering of any graduate course for residence credit at any location in the State of Illinois, under the following conditions:

"The course is designated by the department in which it is listed as one that can be taught with the same standards of quality at designated off-campus locations as is the case when it meets on the Urbana-Champaign campus. (This designation takes into account such factors as library and laboratory resources.)

"The instructor of the course is either a faculty member from the Urbana-Champaign campus or someone with equivalent qualifications to teach the course who has departmental approval for doing so.

"Registration for residence graduate credit in R-designated courses is restricted to persons who would be qualified to take the course for equivalent credit on the Urbana-Champaign campus."[4]

The new policy greatly enlarges opportunities for the qualified part-time student to pursue a master's degree. Approximately 170 courses have been approved for "R" credit. First implemented in the fall of 1975-76, 21 courses were offered in the first semester and 26 were offered in the second semester. Thirty-three courses were so offered in the fall of 1976-77. Five departments of the Urbana-Champaign campus now offer complete master's degree programs at sites off-campus and four more were beginning to implement plans to do so. (See **EXTERNAL DEGREES** below.)

University of Illinois

"R" credit courses are available only at the 300 and 400 level. Persons who enroll in their first "R" course need not have been admitted to the Graduate College, but must, upon enrollment, submit their graduate applications, the application fee ($20.00) and other appropriate materials. Students may not enroll for a second "R" course until admitted to the Graduate College. Admission to the Graduate College does not signify admission to degree candidacy. Two categories of students are admitted to the college—candidates for degrees and non-degree students. Either group may take "R" courses. Non-degree students need not be continuously enrolled from semester to semester, but master's degree candidates must complete their work in five years.

"R" credit courses at the 300 level are open to undergraduates who meet course prerequisites and university entrance requirements. Such students receive undergraduate credit.

In addition to "R" courses, other credit courses are offered off-campus. These are designated "E" courses. Credit earned through "E" courses is transferrable to master's degree programs to the extent of four units (16 semester hours) if the work is appropriate to the degree program and approved by the department concerned (*i.e.* such credit is treated in the same manner as credit earned at another institution).

Master's Degrees—Chicago Circle

Most master's degree programs at the Chicago Circle campus require 48 quarter hours for completion and 24 quarter hours must be earned at the Chicago Circle campus. Extension courses do not qualify for residence credit, but exceptions may be allowed by the Graduate College upon petition by the department concerned.

The Graduate College does not have an "R" course procedure. (See **Master's Degrees—Urbana-Champaign**, above.)

Persons who become degree candidates must complete the degrees within certain time limits: a program requiring 48-60 quarter hours within four years; a program requiring 61-96 quarter hours within six years; more than 96 quarter hours within eight years.

FEES

The 1976 schedule of fees for the Urbana-Champaign and Chicago Circle campuses was as the table shows on the following page.[5]

University of Illinois

1976 Schedule of Fees

Range I

12 or more semester or quarter hours. 3 or more Graduate Units	Chicago Circle (Quarter Hour Basis) Residents	Non-Resident	Urbana-Champaign (Semester Hour Basis except Basic Medical Sciences) Residents	Non-Resident
Tuition	$ 165	$ 495	$ 248	$ 743
Service Fee	47	47	63	63
Hospital-Medical Service (HMS) Fee	17	17	45	45
TOTAL	229	559	356	851

Range II

5 but less than 12 semester hours. 1 ½ but less than 3 Grad. Units				
Tuition	113	333	170	500
Service Fee	35	35	41	41
HMS Fee	17	17	45	45
TOTAL	165	385	256	856

Range III

Above 0 through 5 semester or quarter hours. Above 0 through 1½ Graduate Units	Chicago Circle (Quarter Hour Basis) Residents	Non Resident	Urbana-Champaign Semester Hour Except Basic Med. Residents	Non-Resident
Tuition	$ 62	$ 204	$ 158	$ 323
Service Fee	27	27	17	17
HMS fee	26	26	45	45
TOTAL	147	257	220	385

Range IV

Zero Credit Only	Chicago Circle Resident and Non-Resident	Urbana-Champaign Resident and Non-Resident
Tuition	$ 31	$ 47
Service Fee	11	9
HMS Fee	17	45
TOTAL	59	101

University of Illinois

Chicago Circle—Eight Week Summer Session

	Range I		Range II		Range III		Range IV
	8 quarter hours or more		Above 3 but less than 8 qtr. hours		Above 0 thru 3 qtr. hours		Zero Credit Only
	Res.	Non-Res.	Res.	Non-Res	Res.	Non-Res	Res. & Non-Res.
Tuition	$ 124	$ 372	$ 85	$ 250	$ 47	$ 129	$ 24
Service Fee	36	36	27	27	17	17	9
HMS Fee	17	17	17	17	17	17	17
TOTALS	177	425	129	294	81	163	50

Urbana-Champaign-Eight Week Summer Session

	Range I		Range II		Range III		Range IV
Undergraduate, Law, Vet. Medicine, and Graduate	6 Sem. hours and more. 1½ Grad. Units or more.		Above 2½ but less than 6 sem. hrs. Above 5/8 but less than 1½ Grad. Units		Above 0 thru 2½ sem. hrs. Above 0 thru 5/8 Grad. Units		Zero Credit Only
	Res.	Non-Res.	Res.	Non-Res.	Res.	Non-Res.	Res. & Non-Res.
Tuition	$ 124	$ 372	$ 85	$ 250	$ 47	$ 129	$ 24
Service Fee	32	32	24	24	9	9	5
HMS Fee	45	45	45	45	45	45	45
TOTALS	201	449	154	319	101	183	74

In the 1973 *C.I.C. Study of the Non-Traditional Student* it was reported that three of the 11 universities had fee schedules based on "ranges" as opposed to charges on a per hour basis (or per course basis).

Fees charged on a range basis may be discouraging to the part-time student who may wish to take a two hour course or a three hour course, but must pay tuition and fees for five hours of work.

Since 1973, the University of Iowa and The Ohio State University have adopted on campus fee schedules on a fee-per-hour or fee-per-course basis. The University of Illinois was the only C.I.C. university retaining the "range" basis for on campus course fee assessment as of the time of this study.[6]

The fee for graduate and undergraduate extramural (off-campus) classes from the Urbana-Champaign campus is $22 per semester hour. The same fee applies to independent (correspondence) study courses (both graduate and undergraduate). Students enrolled in such courses are not required to pay the Student Service Fee or the Health-Medical Services fee.

The fee for off-campus classes from the Chicago Circle campus is $15 per quarter hour.

STUDENT CLASSIFICATIONS AND APPLICATION OF CREDIT TOWARD DEGREES

Unclassified Undergraduate Student (Non-Degree) Status—Urbana-Champaign

A person 21 years of age or over who is unable to meet the requirements for admission as a degree candidate may be admitted to the university as an unclassified student (not a candidate for a degree) in an undergraduate college, provided he or she secures the approval of the dean of the college concerned. He or she may be required to obtain the recommendation of the instructors in whose courses he or she wishes to enroll. He or she must give evidence that he or she possesses the requisite information and ability to pursue profitably, as an unclassified student, his or her chosen subjects, and he or she must meet the special requirements, if any, for the particular college in which he or she wishes to enroll.

An unclassifed student in any college of the university may not enroll for more than two years except by special permission; application must be made through the dean of the college.

A person registered as an unclassified student in one college and desiring to take a course in another college of the university must also obtain the approval of the dean of the latter college.

Unclassified Undergraduate (Non-Degree) Status—Chicago Circle

An unclassified student is a person 21 years of age or over who does not meet the requirements for admission as a degree candidate or one who wishes to take a few courses without earning a baccalaureate.

Students wishing to apply as unclassified students must fill out the regular undergraduate application and submit it with the $20 nonrefundable fee. Admissions requirements for unclassified student status are as follows: 1) Proof of high school graduation or a GED certificate (for

Students with fewer than 18 quarter hours of college credit); or 2) statement of good standing from the last collegiate institution attended (for students with 18 or more quarter hours of college credit); or 3) evidence that a baccalaureate was awarded by a four-year college or university. Students who fail to meet these requirements may file a petition for admission with the Office of Admissions and Records. All of the above must submit a written statement outlining their reasons for seeking admission under this classification, and a list of desired courses. Admission must be approved by both the dean of the appropriate college and the director of Admissions and Records.

Irregular Student Status—Urbana-Champaign

The irregular category of admission is for a person holding a bachelor's degree who wishes to continue study by registering in an undergraduate college. To be admitted in this classification a student must obtain the approval of the dean of the college he wishes to enter.

Irregular Student Status—Chicago Circle

An irregular student is a person holding a bachelor's degree who wishes to continue study by registering in an undergraduate college. Admission as an irregular undergraduate student in no way implies any commitment by the university to admit the student to a graduate program. The Graduate College will ordinarily not accept credit earned by an irregular undergraduate student if the student is later admitted to graduate study. To be admitted to this classification, a student must submit an Irregular Student Petition (available at the Office of Admissions and Records) with the application and must meet the admissions requirements for the undergraduate program desired. However, the only transcript necessary is the one from the institution that awarded the baccalaureate. Such applicants are urged to observe the deadlines stated for the transfer student applicant. The dean of the college reviews the application, transcripts, the petition and makes a recommendation to the Office of Admissions and Records, which notifies the applicant of his or her admissibility.

On-Campus Part-time Enrollment—Urbana-Champaign

An applicant for admission or readmission as a part-time student must indicate this intention on his original application and submit the same credentials to the Office of Admissions and Records as does the regular applicant.

The college of the student's choice must approve the admission and continuation of a part-time student.

In those colleges and curricula where qualified applicants exceed available spaces, registration of part-time students and non-degree candidates may be deferred to the third day of the late registration period. The late registration fine is waived for students so deferred.

Continuing part-time students are not permitted to advance enroll.

Graduate Non-Degree Student—Urbana-Champaign

Non-degree status for graduate students is restricted to persons who have no interest in obtaining a degree on the Urbana-Champaign campus.

Students on non-degree status in a fall semester may register for the following spring semester or summer session, but must reapply for readmission to any subsequent terms. Students admitted on non-degree status for the spring term may register in the summer session but must reapply for admission to any subsequent term. Admission as a non-degree student for the summer session implies no commitment for the following academic year. Credit earned as a non-degree graduate student is not applicable to a degree program except upon subsequent admission to a degree program and successful petitioning to the Graduate College. Normally, a maximum of three units (12 semester hours) of graduate credit earned as a non-degree student may be applied to a degree.

Listener or Visitor Status—Urbana-Champaign

Those wishing to attend a class as listeners or visitors must first obtain, on an Official Visitor's Permit, the written permission of the instructor of the class and the approval of the dean of the college concerned. Persons registering in the university for the first time obtain the required approval from the dean of the college in which the course is offered. Former students not currently registered must obtain approval of the dean of the college in which they were last registered. Former students are not permitted to attend classes as visitors while on dropped status.

Visitors are not permitted in laboratory, military, physical education (other than theory), or studio classes.

Visitor Status—Chicago Circle

The privilege of attending classes as a visitor is granted on and after the first day of instruction and only by the instructor of the class with the approval of the dean of the college concerned. Visitors are not permitted in laboratory, military, or physical education classes.

A visitor is not allowed to write an examination (including a proficiency examination) for course credit or to participate in class activities.

A registered student on a full-fee schedule or a person who is a permanent nonacademic employee of the university does not pay a visitor fee.

Undergraduate Credit Earned Through Extramural (Off-Campus) Classes, Independent (Correspondence) Study—Urbana-Champaign

After matriculation an undergraduate student (with the approval of the dean of the concerned college) may earn as many as 60 hours of credit in extramural and/or correspondence study, which may be applied toward a baccalaureate degree, provided the student completes all the remaining requirements for the degree in residence. In any case the student must complete the senior year (30 semester hours) in on-campus residency.

Undergraduate Correspondence Study Credit—Chicago Circle

Credit for correspondence courses taken through the University of Illinois may be allowed but only with the approval of the dean of the college concerned. After matriculation, a student may, with the approval of the dean of his college, count toward his degree as many as 90 quarter hours of credit earned in correspondence study.

In addition, the final 45 quarter hours of work toward a degree must be earned in residence at the Chicago Circle unless the student has previously completed three full years of resident work there.

Undergraduate Extension Credit Courses—Chicago Circle

Up to 90 quarter hours of credit earned through credit courses offered by Chicago Circle Extension may be applied toward a baccalaureate degree (with approval of the concerned college office).

Graduate Credit—Urbana-Champaign

Courses offered off-campus as extramural courses carry either Extension ("E") credit or Residency ("R") credit. For most master's degree programs one-half the work must be done in residence or through "R" course registration. Up to one-half may be earned through "E" courses.

Correspondence study credit is not generally accepted toward master's degrees, however the Graduate College has approved provisionally some newly developed courses in Education, and others are being developed for approval in advertising, chemistry, accountancy and speech and hearing sciences.

Graduate Credit—Chicago Circle

Correspondence study credit is not applicable to master's degrees.

Up to 24 quarter hours (in a 48 quarter hour master's program) through Extension credit courses may apply toward master's degrees, but a determination is made on a course by course basis.

COUNSELING AND ADVISING

At the Chicago Circle campus all counseling services available to full-time students are available to students registered in or planning to register in Extension courses. The services include vocational counseling, educational counseling, and professional personal counseling. Services include vocational-interest and aptitude testing.

At the Urbana-Champaign campus there is no special counseling service for adult part-time students, but on-campus part-time students who have been accepted for admission to the university do have access to campus services in this regard. Extramural class students pay a fee for Counseling Center tests and counseling.

Graduate non-degree students are assigned advisers by the departments which have accepted them.

The Office for Women's Resources and Services in the Office of Campus Affairs conducts a one-day workshop, annually, for women returning to college.

A program of computer assisted counseling for adults was being planned in 1976. It is hoped that an "Inquiry Center" may be located at each of the ten regional offices of Continuing Education and Public Service. Each center would have a counselor aide, and a course description of each available course offered in a distance-delivery format would be available for read-out on an optical scanner. Additional services to be provided by the computer would include:

1. Educational information and opportunities;
2. Occupational information (including education requirements and labor trends);
3. A self-information system that would allow the interested person to take tests through the computer in such areas as aptitudes, interests and values; and,
4. Supportive services information about such matters as credit by examination, financial aid, child care services, health services and counseling services.

At the time of the campus visit in connection with this study, funds were being sought from foundations and other sources to implement this plan.[7]

SPECIAL CLIENTELE PROGRAMS

Neither the Urbana-Champaign campus nor the Chicago Circle campus has specially designed credit or degree programs for such groups as women, the disadvantaged, or prisoners.

University of Illinois

Through Extension at Chicago Circle and Continuing Education and Public Service at Urbana-Champaign there are extensive non-credit offerings designed to meet the needs of a variety of distinctive clientele groups.

Executive Development Program—Urbana-Champaign

This on-campus program leads to a certificate and the master of business administration degree. The series of courses is offered in two ten month segments, and classes meet one week on Friday and the next on Saturday of the following week. The fee is $3,000 per academic year.

The PLATO computer system is used for part of the course offerings in a computer-assisted learning format.

The executive development program is open to executives with ten years of experience who are in positions with growth potential.

CONTINUING EDUCATION UNITS (CEU)

The Urbana-Champaign and Chicago Circle campuses do not award continuing education units in their non-credit programs.

ASSOCIATE DEGREE PROGRAMS

Neither the Urbana-Champaign campus nor the Chicago Circle campus offers associate degree programs.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)—URBANA-CHAMPAIGN

At the University of Illinois Urbana-Champaign campus students may satisfy one or more of the general education requirements for the baccalaureate degree and obtain either three or six hours of credit in each of the CLEP general examinations. Credit is awarded depending on the test score on the general examinations in humanities, social sciences and history and natural sciences. Credit is not awarded for the English composition or mathematics examinations because the campus placement and proficiency examinations cover these fields.

CLEP credit was first provided in 1972-73 by the College of Liberal Arts and Sciences. In 1976-77 several other colleges offered credit for CLEP achievement scores.

Up to six hours of credit toward a degree may be earned through the social sciences examination and six hours may be earned through the humanities examination in the following colleges: Agriculture, Education, Engineering, Fine and Applied Arts, Liberal Arts and Sciences, and Physical Education. Of these the Colleges of Agriculture, Education, Liberal Arts and Sciences and Physical Education may waive a portion or all of the students' general education requirements in the social sciences and humanities. The College of Fine and Applied Arts may possibly waive a portion of the general education requirements in the biological sciences.

Up to six hours of degree credit may be earned through the CLEP examination in the physical sciences in the Colleges of Commerce, Education, Fine and Applied Arts and Physical Education, and all of these, except Fine and Applied Arts, may waive a portion of the students' general education requirements in the physical sciences (Fine and Applied Arts may do so depending on the students curriculum).

College Level Examination Program - Transfer of Credit—Urbana-Champaign

Transfer students who have attempted 12 or more semester hours of college-parallel work at another institution automatically receive credit for any CLEP credit (general examinations or subject matter examinations).

In all other cases the award of credit is not automatic and credit is awarded for general examinations only upon the submission of scores.

COLLEGE LEVEL EXAMINATION PROGRAM—CHICAGO CIRCLE

Up to eight quarter hours may be earned in each of the following CLEP general examinations: humanities, natural sciences, and social sciences-history. Such credit is applicable toward meeting the general education requirements.

Credit is also awarded for subject matter examinations. A total of 45 quarter hours (one year of work toward a degree) may be awarded for both general and subject matter examinations.

Scores required in the general examinations are as follows:

Humanities—542-603, four hours of credit	Above 603, eight hours of credit
Natural Sciences—592-661 four hours of credit	Above 661, eight hours of credit
Social Sciences-History—498-564, four hours of credit	Above 564, eight hours of credit

Departmental policies vary concerning scores required for subject matter credit.

College Level Examinations Program - Transfer of Credit—Chicago Circle

Transfer students who have earned 18 quarter hours at another accredited institution and who have earned CLEP credit there are given equivalent credit at Chicago Circle. Transfer credit by virtue of CLEP applies toward degree requirements only after review by the college in which the student seeks to earn the degree.

Students other than transfer students may submit CLEP scores for evaluation.

AMERICAN COLLEGE TEST CREDIT–URBANA-CHAMPAIGN

Students may satisfy the rhetoric requirement for graduation through successful performance on the ACT English subtest. The test may be used to place a student in advanced rhetoric or speech classes or to earn four hours of proficiency credit for Rhetoric 105.

COLLEGE BOARD SCHOLASTIC APTITUDE TEST AND AMERICAN COLLEGE TEST CREDIT–CHICAGO CIRCLE

A student whose subscore in English is 27 on the American College Test, or whose verbal subscore on the Scholastic Aptitude Test is 623, is given four hours of credit in English Composition 101.

With a score of 25 or 26 on the American College Test, a student may enroll for the honors sequence in English Composition 101 and 102.

ADVANCED PLACEMENT EXAMINATIONS FOR CREDIT

College Entrance Examination Board Advanced Placement Examinations (CEEB)–Urbana-Champaign

Beginning freshman and others who have less than 12 semester hours of college parallel work may earn credit at Urbana-Champaign based on CEEB scores as follows:

ART

Art history

Scores of 5 and 4 receive automatic credit for Art 111 and 112 (8 semester hours) except in the College of Fine and Applied Arts. Scores of 3 or below will not be accepted.

Art studio

Scores of 5 and 4 receive automatic credit for Art 117 and 119 (6 semester hours) except in the College of Fine and Applied Arts. Scores of 3 or below will not be accepted.

FOREIGN LANGUAGES

French language

Scores of 5 and 4 receive automatic credit for Fr. 211 and Fr. 215. Scores of 3 receive credit for Fr. 215 only. Scores of 2 will not be accepted.

French literature

Scores of 5, 4, and 3 receive automatic credit for Fr. 210 and Fr. 202 (6 semester hours). Scores of 2 will not be accepted.

German

Scores of 5 and 4 receive automatic credit for Ger. 210 and 211 (6 semester hours). Scores of 3 receive automatic credit for Ger. 210 (3 semester hours). Scores of 2 are not considered for advanced placement.

Latin

Scores of 5, 4, and 3 receive automatic credit and appropriate placement as shown below.

Virgil examination: 3 semester hours credit and placement in Lat. 201.

Lyric examination: 3 semester hours credit for Lat. 201 and placement in Lat. 202.

Scores of 2 are not considered for advanced placement or credit.

Spanish

Scores of 5, 4, and 3 receive automatic credit for Span. 241 and 242 (6 semester hours). Scores of 2 will not be considered for advanced placement or credit.

HUMANITIES

English literature

Papers with scores of 5 and 4 receive automatic credit of 3 semester hours for Engl. 103. Papers with scores of 3 will be reviewed by the department. Papers with scores of 2 will not be accepted.

Rhetoric

Papers with scores of 5 and 4 will receive automatic credit of 4 semester hours for Rhet. 105 and exemption from the rhetoric requirement. Papers with scores of 3 will be reviewed by the department. Papers with scores of 2 will not be accepted.

MATHEMATICS AND NATURAL SCIENCES

Biology

Biological science majors

Scores of 5 and 4 receive automatic credit for Biol. 110 (5 semester hours), and placement in Biol. 111. Scores of 3 and 2 are not considered for advanced placement credit.

Nonscience majors

Scores of 5 and 4 receive automatic credit for Biol. 100 and 101 (8 semester hours). Scores of 3 receive automatic credit for Biol. 100 (4 semester hours) and placement in Biol. 101. Scores of 2 are not considered for advanced placement credit.

Chemistry

Scores of 5 and 4 receive automatic credit for 6 semester hours of general chemistry lecture work and constitute prerequisite for admission to Chem. 122, 131, and 134.

Scores of 3 receive automatic credit for 3 semester hours of general chemistry lecture work and constitute prerequisite for Chem. 102 or 109. Each student is encouraged to take a proficiency examination in either course immediately after enrolling. A student who passes the Chem. 109 proficiency examination receives another 2 hours credit and may enroll in 108 and 110. A student who passes Chem. 102 either by taking the course or by proficiency examination will be given 4 hours credit each in 101 and 102, making the advanced placement score of 3 worth 4 semester hours, in effect. Scores of 2 receive no credit.

Mathematics

Calculus AB

Scores of 5, 4, and 3 receive automatic credit for Math. 120 (5 semester hours) and Math. 131 (3 semester hours) and advanced placement in Math. 141. Scores of 2 receive automatic credit in Math. 120 (5 semester hours) and advanced placement in Math. 130 or 131.

Calculus BC

Scores of 5, 4, and 3 receive automatic credit for Math. 120 (5 semester hours) and advanced placement in Math 140. Scores of 2 receive automatic credit in Math. 120 (5 semester hours) and Math. 131 (3 semester hours) and advanced placement in Math. 141.

Physics

Physics B

Scores of 5 and 4 receive credit for Phycs. 101 (5 semester hours) and Phycs. 102 (5 semester hours). Scores of 3, students may take a proficiency examination or enroll in Phycs. 101. If passed with grade of A or B, credit is granted for Phycs. 101 (5 semester hours) and Phycs. 102 (5 semester hours).

Scores of 2: with approval of the department, students may take proficiency examinations in any of Phycs. 101, 102, 106, or 108 courses and receive credit if the examination is passed. Students with scores of 1 will not on this basis alone be admitted to proficiency examinations.

Physics C

Scores of 5 and 4 will be given credit as follows.

Part I - Mechanics: Credit in Phycs. 106 (4 semester hours).
Part II - Electricity and Magnetism: Credit in Phycs. 107 (4 semester hours).

Scores of 3 will be given credit as follows.

Part I - Students may take a proficiency examination or enroll in Phycs. 106. If passed, credit is granted for Phycs. 106 (4 semester hours).
Part II - Students may take a proficiency examination or enroll in Phycs. 107. If passed, credit is granted for Phycs. 107 (4 semester hours).

Scores of 2 in Part I or Part II: With approval of the department, students may take proficiency examinations in any of Phycs. 101, 102, 106, 107, or 108 courses and receive credit if the examination is passed.

Scores of 1 in Part I or Part II: Students will not on this basis alone be admitted to proficiency examinations.

Whatever his score, a student may enroll for credit in any of the introductory courses if he prefers taking the courses to receiving automatic credit or taking proficiency examinations.

MUSIC

Scores of 5 and 4 receive credit for Music 110 - Basic Music Literature (2 semester hours). Papers with scores of 3 or below will not be accepted.

SOCIAL STUDIES

American history

Scores of 5 and 4 receive automatic credit for Hist. 151 and 152 (8 semester hours). Papers with scores of 3 will be reviewed by the department. Scores of 2 will not be accepted.

European history

Scores of 5 and 4 receive automatic credit for Hist. 111 and 112 (8 semester hours). Papers with scores of 3 will be reviewed by the department. Scores of 2 will not be accepted.

College Entrance Examination Board Advanced Placement Examinations (CEEB)—Chicago Circle

Credit is awarded on the basis of CEEB scores at Chicago Circle as follows:

HUMANITIES

Classics—Virgil

Grades of 5, 4, and 3 receive 4 quarter hours of credit at the lower-division level. Grade of 2 student is referred to the department for possible credit or advanced placement.

Classics—Lyric

Grades of 5, 4, and 3 receive 8 quarter hours of credit at the lower-division level. Grade of 2 student is referred to the department for possible credit or advanced placement.

English

Grades of 5, 4, and 3 receive 12 quarter hours of credit in English 101, 102, and 103. Grade of 2 receives no credit.

French

Grades of 5 and 4 receives 8 quarter hours of credit. Grade of 3, examination referred to the department. Grade of 2 receives no credit.

German

Grades of 5 and 4 receive 8 quarter hours of credit. Grade of 3, examination referred to the department. Grade of 2 receives no credit.

Music

Grades of 5, 4, and 3 receive 8 quarter hours of credit in Music 130 and 131. Grade of 2 receives no credit.

Spanish

Grades of 5 and 4 receive 8 quarter hours of credit in Spanish 105 and 106. Grades of 3 and 2 are referred to the department.

Note: Classics, French, and German papers do not carry automatic credit in a particular foreign language course. Hence, the student, in consultation with the appropriate department, may select the course for which he is best qualified. When such selection has been determined, credit, up to a maximum of 8 hours, will be granted in courses preparatory for that in which the student has been placed.

SOCIAL STUDIES

American History

Grades of 5 and 4 receive 8 quarter hours of credit at the lower-division level. Grade of 3, examination referred to the department. Grade of 2 receives no credit.

European History

Grades of 5 and 4 receive 8 quarter hours of credit at the lower-division level. Grade of 3, examination referred to the department. Grade of 2 receives no credit.

Note: No more than 8 quarter hours of advanced placement credit may be counted toward the major in history. All history majors are required to take 4 hours of 100-level history at the University of Illinois at Chicago Circle.

NATURAL SCIENCES AND MATHEMATICS

Biology

Grades of 5, 4, and 3 receive credit for Biological Sciences 100, 101, 102 (12 quarter hours). Grade of 2 receives no credit.

Chemistry

Grades of 5 and 4 receive credit for three quarters of general chemistry (15 quarter hours) and permission to enroll in Chemistry 121.

Grade of 3 receives credit for two quarters of general chemistry (10 quarter hours) and permission to enroll in Chemistry 114. Each student may take a proficiency examination in Chemistry 114 immediately after enrolling. If he passes he is given credit in that course also and is permitted to register in the next chemistry course in sequence.

Mathematics

Grade of 5 on the AB or BC examination receives credit in Math. 130, 131, 132, 133 (20 quarter hours) and advanced placement in any course for which Mathematics 133 is a prerequisite.

Grade of 4 on the AB or BC examination receives credit in Mathematics 130, 131, 132 (15 quarter hours) and advanced placement in Mathematics 133.

Grade of 3 on the AB or BC examination receives credit in Math. 130, 131 (10 quarter hours) and advanced placement in Mathematics 132.

Grade of 2 on BC examination receives credit in Mathematics 130 (5 quarter hours) and advanced placement in Math. 131. With a grade of 2 on the AB examination, students are invited to take a proficiency examination in Mathematics 130. Passing of this examination gives 5 quarter hours of credit in Mathematics 130 and advanced placement in Mathematics 131.

Physics

Grades of 5 and 4 on the B examination receive credit in Physics 101 and automatic admission to proficiency examinations in Physics 102 and 103. Grades of 5 and 4 on the C examination receive credit in Physics 101 or 111 and automatic admission to proficiency examinations in Physics 102 and 103 or Physics 112, 113, and 114.

Grade of 3 on the B examination receives automatic admission to proficiency examinations in Physics 101, 102, and 103. Grade of 3 on the C examination receives automatic admission to proficiency examinations in Physics 101, 102, and 103, or Physics 111, 112, 113 and 114.

DEPARTMENTAL EXAMINATIONS

Departmental Proficiency Examinations–Urbana-Champaign

Examinations for credit are offered in most university courses open to freshmen and sophomores, and students may take proficiency examinations in more advanced undergraduate courses on the recommendation of a department executive officer and with permission of the dean of the college. Credit is awarded in the amount usually given for the course.

Graduate students may meet specific requirements by proficiency examination, but credit does not apply toward degrees.

No record is made of failures on such examinations, and most of the examinations may be taken without charge. More than 330 courses may be challenged by examination.[8]

Students may also earn credit and advanced standing through successfully passing placement and proficiency examinations in French, German, Latin, Modern Hebrew, Russian and Spanish.

At Urbana-Champaign the student must be an on-campus student to earn credit through advanced placement or examinations. Students previously enrolled may seek credit by examination if and when later enrolled in a University of Illinois correspondence course.

Proficiency Examinations–Chicago Circle

At Chicago Circle proficiency examinations, for courses ordinarily open to freshmen and sophomores, are given each term. Except for English Composition 101 and 102 which are open to all students, examinations in other subjects at either the lower level or upper level (junior and senior courses) are by arrangement and only with the consent of department executive officers and the deans of the colleges. There is no fee. No record is made of failures.

While students must be on-campus enrollees as a general rule, Chicago Circle will allow persons who have previously enrolled to take examinations if they are, at the time of the examination enrolled in a University of Illinois correspondence course or need no more than 15 quarter hours for degree requirement completion.

ARMED SERVICES TRAINING SCHOOLS

Both the Urbana-Champaign and Chicago Circle campuses award credit (on a case by case basis) for work taken in armed forces training schools. The American Council on Education's *A Guide to the Evaluation of Educational Experiences in the Armed Services* is used as a basis for recommendations for credit to the departments and colleges by the admissions offices of the two campuses.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) COURSES

Both campuses of the University of Illinois award credit for DANTES courses. Such courses are treated as transfer credit courses from the institution offering them through DANTES. Such credit may not exceed 60 semester hours toward a baccalaureate degree at Urbana-Champaign or 90 quarter hours toward a baccalaureate degree at Chicago Circle.

ARMY HELP FOR EDUCATION AND DEVELOPMENT (PROJECT AHEAD)

Both the Urbana-Champaign and Chicago Circle campuses participate in Project AHEAD. Through this program a student chooses an institution from which he or she hopes to be graduated. The selection is made prior to or during enlistment. The institution then provides advice concerning courses the student-enlistee may take during the enlistment and the applicability of credit earned toward the educational objective.

SERVICEMEN'S OPPORTUNITY COLLEGE (SOC)

The Urbana-Champaign and Chicago Circle campuses do not participate in the SOC program.

MILITARY SERVICE CREDIT

Persons who have served in the armed forces for six months or more receive credit on their transcripts for four semester hours of military service and four semester hours of physical education at Urbana-Champaign and six quarter hours of military science and six quarter hours of physical education at Chicago Circle.

CREDIT FOR COURSES LISTED IN AMERICAN COUNCIL ON EDUCATION GUIDE TO EDUCATIONAL PROGRAMS IN NONCOLLEGIATE ORGANIZATIONS

A University of Illinois Committee on Acceptance of Transcript Credit Based on Non-Traditional Programs (a subcommittee of the University Committee on Admissions) was, in 1976, developing a policy regarding programs listed in the ACE's *A Guide to Educational Programs in Noncollegiate Organizations.* At that time no credit was being awarded for such programs. The committee consists of representatives from all three campuses of the university.

EXTERNAL DEGREE PROGRAMS

Baccalaureate Degrees

Neither the Urbana-Champaign campus nor the Chicago Circle campus offer baccalaureate degrees in which no on-campus residency is required.

It seems unlikely that undergraduate external degree programs will be developed on the Urbana-Champaign campus. The Illinois Board of Higher Education has designated the mission of the Urbana-Champaign campus to be primarily in the upper-division and graduate levels of instruction.[9]

Ten other postsecondary institutions were offering external baccalaureate degree programs (no campus residency required) in 1976-77, and the Board of Governors universities were engaged in a cooperative program as well, bringing the total to 15 institutions in Illinois with such programs.[10]

Master's Degrees—Chicago Circle

No complete master's degrees may be earned from the Chicago Circle campus without campus residency.

Master's Degrees—Urbana-Champaign

With the advent of the new policy through which courses may be designated as "R" courses (*i.e.,* courses which may be taken at an approved site as if taken on the Urbana-Champaign campus for residency credit), a number of master's degree programs may be completed without on-campus residency. (See **RESIDENCY REQUIREMENTS** above.)

As of the fall of 1976 these programs, served by the Urbana-Champaign faculty, were as follows:

1. Vocational Technical Education—Master's degree—College of Education. Available in the Chicago area, Rockford and Springfield.

2. Educational Psychology—Master's degree—College of Education. Available in the Chicago area.

3. Elementary and Early Childhood Education—Master's degree—College of Education. Available in the Decatur area.

4. Nuclear Engineering—Master's degree—College of Engineering. Available in the Decatur area.

5. Health Sciences—Master's degree—College of Applied Life Studies. Available in the Rockford area.

6. Three programs in Engineering—Theoretical and Applied Mechanics - Master's degree; Mechanical and Industrial Engineering - Master's degree; and Electrical Engineering - Master's degree—could be completed at Aurora, Peoria and Rockford. Courses were offered through the Univex Net (electronic blackboard) and two way telephone communication.

As of the fall of 1976 the following degree programs required that only one or two courses be taken on the Urbana-Champaign campus:

1. Food Services—Master's degree—College of Agriculture. One Urbana-Champaign on-campus laboratory course required. Available in the Chicago area.

2. Master of Social Work. One Urbana-Champaign course required. Available in Decatur, Peoria and Kankakee.

3. Certificate of Advanced Study in Library Science (Master's degree prerequisite). Planned for Teheran in 1977.

University of the State of Illinois

The 1973 *C.I.C. Study of the Non-Traditional Student* reported a proposal to establish a "University of the State of Illinois" as a campus-less degree granting entity utilizing non-traditional modes of instruction.[11] The plan has not been implemented and it seems unlikely that it will be implemented.

University of Illinois

CONSORTIUM PARTICIPATION

Chicago Circle Campus

The Chicago Circle campus is not a member of a consortium designed to provide courses or degree programs for the part-time off-campus student.

Urbana-Champaign Campus

The Urbana-Champaign campus is affiliated with three consortia through which courses and degree programs are offered. These are as follows:

1. The Graduate Studies Center at Millikin University. This consortium involves Eastern Illinois University, Illinois State University, Sangamon State University and the University of Illinois—Urbana-Champaign. Established in 1972, the consortium after four years of operation had offered 175 graduate courses (3,355 enrollments) in the Decatur area. Millikin University provides publicity, counseling services, audio-visual services, classrooms, library, laboratory facilities, and serves as the coordinating office for the center.

The center has received financial assistance through grants from the Illinois Board of Higher Education and the Caterpillar Company. These funds have made it possible to strengthen administrative services, increase library holdings, and conduct a continuing survey of area educational needs.

Participating institutions in the GSC propose to coordinate course offerings to the highest degree possible. To this end, efforts have been made to develop course equivalency tables (acceptable alternative courses) and to cycle course offerings over an extended period of time. For students who are degree candidates, this means a greater freedom of choice and a possible acceleration in the rate of course completion.

Participating GSC institutions do not as yet maintain uniform regulations with regard to transfer and residence policies. Although all four universities schedule on a semester system, there are some minor variations in tuition costs and in calendar. Some fees may be charged in addition to the tuition listed.

Master's degrees in education from the Urbana-Champaign campus may be completed at the Center (see **EXTERNAL DEGREE PROGRAMS** above.)

2. The Rockford Regional Academic Center. This consortium was incorporated in September, 1972. Members are the University of Illinois, Beloit College, Northeastern Illinois University,

Northern Illinois University and the University of Wisconsin (System). The purposes of the consortium are to conduct studies of upper division undergraduate needs in the area; coordinate educational opportunities; and to provide courses and degree programs. As of the fall of 1976, Beloit College, the University of Wisconsin and Northeastern Illinois were offering no courses.

For master's degree programs available from the Urbana-Champaign campus see **EXTERNAL DEGREE PROGRAMS** above.

3. The Quad Cities Graduate Study Center. Two C.I.C. universities, the University of Illinois–Urbana-Champaign and the University of Iowa, are members of this consortium. For a description of the Center see Appendix IV, University of Iowa, **CONSORTIUM ARRANGEMENTS.**

As of the fall of 1976 no complete master's degree programs were available at the Quad Cities Graduate Study Center from the University of Illinois–Urbana-Champaign. Univex Net (electronic blackboard) courses leading to master's degree in engineering were previously offered primarily for Rock Island Arsenal employees, but these have been discontinued. (See also **CONSORTIUM ARRANGEMENTS**, Association for Media-Based Continuing Education for Engineers (AMCEE), Purdue University, Appendix X.)

INDEPENDENT (CORRESPONDENCE) STUDY–Chicago Circle

The Chicago Circle campus does not offer correspondence courses. After matriculation, with the approval of the college dean, the campus will accept up to 90 quarter hours of correspondence study credit earned through courses taken through the University of Illinois–Urbana-Champaign. (See **STUDENT CLASSIFICATIONS AND APPLICATION OF CREDIT TOWARD DEGREES, Undergraduate Correspondence Study Credit–Chicago Circle**, above.) The same rule applies to DANTES courses. (See **DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT.**) The final 45 quarter hours must be earned at Chicago Circle (or the first 135 quarter hours).

The Chicago Circle campus does not accept correspondence study credit toward graduate degrees.

Students who are enrolled on-campus and carrying 12 quarter hours or more must have the permission of the dean of the college in which they are enrolled to take correspondence course work.

INDEPENDENT (CORRESPONDENCE) STUDY–URBANA-CHAMPAIGN

The Urbana-Champaign campus offers 113 college credit courses through its independent (correspondence) study program. There are no courses offered at the high school level. Additionally, there are three non-credit courses offered in architecture, business administration and technical writing for which certificates of completion are awarded.

There are admissions requirements for those wishing to enroll in a correspondence course. High school graduates must have ranked in the upper three quarters of their graduating classes. Persons who have been dropped as University of Illinois students may enroll only with the permission of the dean or committee responsible for the dismissal. Students who are in attendance at other colleges must submit a transcript showing them to be in good standing and having at least a "C" average in their work (or the recommendation of the dean or registrar of the institution in which enrolled). Persons over 18 who are not high school graduates must present evidence of meeting the course prerequisites before enrollment is permitted. A high school student with a grade point average of 4.5 (five equals "A") and a recommendation from his high school principal may be considered for early admission to the university and may take courses for university credit upon approval by the university registrar and the director of correspondence courses.

In 1975-76 there were 1,641 new enrollments in correspondence study. An additional 1,622 enrollments were carried over from the 1974-75 academic year. A total of 3,263 enrollments were served, representing a student head count of 2,650.

The University of Illinois—Urbana-Champaign will participate in the development of new courses with other C.I.C. universities through a grant from the Carnegie Corporation.

Counseling services are available on the Urbana-Champaign and Chicago Circle campuses for those enrolled in correspondence courses.

Undergraduate Credit

Up to 60 hours of credit applicable toward a baccalaureate degree may be earned through correspondence course work.

Graduate Credit

The Graduate College accepts correspondence study credit only on a with-special-permission basis.

A course, Vocational Technical Education: 349, was specially developed for graduate students and given preliminary approval. Others are being developed in educational psychology, advertising, chemistry, speech and hearing science and vocational technical education.

The University of Iowa is the only other C.I.C. university which accepts correspondence study credit toward master's degrees.

Correspondence Study Transfer Credit

Up to 60 hours of credit earned toward a baccalaureate degree may be transferred (if applicable toward the degree program) from other accredited institutions and through DANTES courses.

Faculty Involvement

All courses for credit are regular catalog listed courses. All are processed by members of the teaching staff. Courses are regularly revised and up-dated. Faculty may supervise courses on a part-of-load basis (*i.e.,* departmentally budgeted), but the vast majority are compensated on a fee-per-lesson basis. For the development of a course syllabus faculty are paid $750.00. The compensation for revision of a course is $200.00. The fee for each lesson is $4.10 if the response is within ten days and $3.40 if more time is taken. The fee for grading an examination is $7.00.

Correspondence Study and Admission to the University

There are no provisions in university regulations that allow a student denied admission as a resident student to demonstrate his ability to do college work through correspondence study and then be considered for admission. (See Appendix XI, University of Wisconsin.)

Students "Regularly Enrolled" and Correspondence Study

Students who are enrolled for a full program (12 hours or more) may not enroll for correspondence courses except with the written permission of the dean of the college in which they are enrolled. In 1975-76 about 30 percent of all enrollments were on-campus students.

Tutor Service - Group Correspondence Study

No special instructional services are provided groups of persons living in the same geographical area who may be enrolled in the same course through correspondence study.

Telephone Service

The University of Illinois at one time used a Wide Area Telephone Service as an adjunct service for correspondence course enrollees, but the service was so little used that it has been discontinued.

MULTI-MEDIA COURSES–URBANA-CHAMPAIGN

From time to time courses are offered through the Correspondence Study units to persons residing in selected geographical areas of the state. They include subjects that would not otherwise be available to persons working in population centers located some distance from the campus.

A combination of instructional media is employed to provide students with a maximum learning environment, and, at the same time, to achieve an optimum allocation of professorial talent among the numerous segments of educational demand. The media make it possible for the student to learn by working independently, receiving face-to-face counseling and instruction, and obtaining voice and visual instruction at centers away from the campus. The media include (1) on-campus workshop sessions, (2) independent study and lessons submitted by mail, (3) campus-to-other-city communications via film and electronic blackboards combined with telephones, and (4) face-to-face meetings with professors in selected cities away from the campus.

The scheduling and geographical locations in which the courses are offered are determined by the number of students, availability of facilities, and other demands for educational services.

INDEPENDENT STUDY OTHER THAN CORRESPONDENCE STUDY

Study Away From Campus—Urbana-Champaign

Students who have been enrolled for at least a semester or a summer session may, with approvals from advisors, department executive officers and dean, undertake independent study in this country or abroad. Credit is arranged.

Independent Study and Individualized Programs—Urbana-Champaign

The 1975-77 catalog for Undergraduate Programs describes these programs as follows:

> In order to increase flexibility within established curricula to meet the special needs of students, the faculty of each department may establish a special course for independent study on or off campus, for experimentation, or for seminars on topics not treated by regularly scheduled courses. Requests for initiation of the course and suggestions for areas of study may be initiated by faculty members. Such courses may be offered with the approval of the faculty member involved and the department head.
>
> The various colleges may treat formal curriculum requirements with sufficient latitude to permit development of individualized programs while maintaining those aspects of the curriculum which are indispensable to the area of specialization being pursued. No prior administrative approval is required for such modifications. Faculty members may establish a modified curriculum for special groups of students, or a student may initiate a request for curriculum modification.[12]

"199" Courses—Urbana-Champaign

Departments in all undergraduate colleges may offer courses numbered 199 for independent study on or off campus. Such courses are arranged by the student and the instructor, and they are not administered through Continuing Education and Public Service.

"99" Courses—Chicago Circle

Departments in undergraduate colleges may offer courses numbered "99" for independent study on or off campus. These individualized courses are open to Extension students. Other than "99" courses may also be designated as independent study courses. The courses may be offered by Extension by arrangement with the department and approval of the dean.

OFF CAMPUS (EXTENSION) CLASSES AND EVENING/SATURDAY CLASSES

Extramural Credit Courses—Urbana-Champaign

In 1975-76 the Urbana-Champaign campus provided 334 courses at 67 sites in Illinois. Of these, 225 were for credit. There were 3,848 enrollments (2,938 head count) for graduate credit and 227 enrollments (207 head count) for undergraduate credit, and this would be the equivalent of 1,174 full-time graduate students (12 semester hours - full time equivalent graduate student) and 47 full-time undergraduate students (15 semester hours - full time equivalent undergraduate student). A total of 14,783 credit hours were generated.

Tuition was $22.00 per credit hour for graduate and undergraduate instruction.

Faculty members teaching extramural courses may do so as part-of-teaching-load or on an extra compensation basis. The latter are paid in accordance with a schedule related to rank, and the rate is higher for 400 level (graduate only) courses. The schedule in effect for courses taught more than 20 miles from the campus in 1976-77 was as follows:

Instructor	100-300 level	400 level
1 semester hour	$ 264	$ 312
2 semester hours	528	624
3 semester hours	792	936
4 semester hours	1056	1248
Assistant Professor		
1 semester hour	384	432
2 semester hours	768	864
3 semester hours	1152	1296
4 semester hours	1536	1728

University of Illinois

Associate Professor	100-300 level	400 level
1 semester hour	$ 512	$ 560
2 semester hours	1024	1120
3 semester hours	1536	1680
4 semester hours	2048	2240
Professor		
1 semester hour	640	704
2 semester hours	1280	1408
3 semester hours	1920	2112
4 semester hours	2560	2816

Courses may be taught for residency credit ("R" courses—see **RESIDENCY REQUIREMENTS** above) or Extension "E" credit. In 1975-76, 58 percent of the instruction of "R" courses was provided by faculty as a part of teaching load and 42 percent was on an extra compensation basis.

Up to 60 hours of degree credit may be earned in extramural classes and applied toward a baccalaureate degree. The advent of the "R" course policy described above (see **RESIDENCY REQUIREMENTS**) makes it possible to achieve all work necessary for a master's degree through extramural courses.

Saturday and Evening Classes—Urbana-Champaign

There is no special program of Saturday or evening classes for the part-time student that is conducted by Continuing Education and Public Service. The Executive MBA program holds class sessions on alternate Fridays and Saturdays. Some courses for teachers in the community are taught in the late afternoons as part of the teaching load of some faculty members in education, and some courses are offered in the area by social work faculty in late afternoons.

Extension Classes—Chicago Circle

There were 1,208 registrations for Extension courses offered by the Chicago Circle campus in 1975-76. The courses are open to all who can meet course prerequisites; however, courses at the 400 level are open only to graduate students. The fee for such courses is $15.00 per quarter hour.

Compensation for faculty members is the same as that provided Urbana-Champaign faculty (see above.)

There are no whole degree programs available through Extension classes.

At Chicago Circle a student may be counseled to take Extension courses as a way to demonstrate ability to do graduate work before seeking admission to a master's degree program.

Students may earn up to 90 quarter hours of credit toward a bachelor's degree and up to one-half the hours required for a master's degree may be earned in this way.

All courses offered through Extension have an "E" prefix when recorded on the student's transcript. Upon admission to master's degree candidacy a student who has taken such courses may petition the Graduate College, and with the recommendation of the department, such credit may be applied and up to 24 quarter hours may be applied.

Saturday and Evening Classes—Chicago Circle

While some courses may be offered on Saturdays and in the evenings, there is no special program for part-time students and offerings are limited.

ACCELERATED COURSES OR "MINI-COURSES"

Undergraduate Courses—Urbana-Champaign

Except for summer session courses offered over periods of time that are less than a semester in duration, there are no credit courses offered especially for part-time students in a shortened time frame. Credit courses must be offered in a time space of at least four weeks.

Graduate Courses--Urbana-Champaign

In April, 1976, the External Degrees Subcommittee of the Graduate College proposed a policy change regarding short courses. The policy has been approved, and is as follows:

> Any graduate course can be conducted in a concentrated (full-time) format under the following conditions:
>
> 1. Each ½ unit of graduate credit will be equated with two weeks of full-time study or the equivalent (e.g., ¼ unit for one week, ½ unit for two weeks, 1 unit for four weeks, 1½ unit for six weeks). However, the minimum would be ¼ unit and one week.
>
> 2. Each concentrated (full-time) format course for graduate credit will be comparable to the same course in the distributed format, regarding:
>
>   a. departmental sponsorship;

b. student admission requirements;
c. qualifications of the instructor or lead instructor;
d. objectives, content coverage, and instructional materials;
e. grading practices regarding exams and papers;
f. provision for the amount of credit for the courses;
g. at least as many contact hours of classroom instruction.

3. For any course to be offered during less than four weeks (e.g., one, two, or three), the sponsoring department(s) must submit a proposal to the Graduate College at least four months before the start of the course, for review and approval, which contains the following information:

   a. department, course number, title, credit, location (course outline)
   b. number of weeks and amount of credit proposed
   c. rationale regarding why the course is proposed for the concentrated (full-time) format and why the course can be taught as well or better in the proposed number of weeks in the concentrated (full-time) format as in the distributed format for the same amount of credit
   d. name and qualifications of instructor or lead instructor (if there are to be multiple faculty members)—someone with major instructional responsibility would typically be a member of or approved by the sponsoring department
   e. provisions for comparable course quality and rigor, with special attention to active participation in learning activities by students (this section would typically include a course outline and an indication of how the learning activities and materials would be adapted to the concentrated (full-time) format while maintaining quality and rigor.

In making the policy change recommendation, the subcommittee recognized . . . "the need increasing for the University to provide non-traditional educational opportunities, especially advanced work for employed professionals . . .", and noted that ". . .departments may wish to offer courses that run for a shorter period . . ."[13]

Three Year Bachelor's Degree Program—Urbana-Champaign

In the 1973 *C.I.C. Study of the Non-Traditional Student* it was reported that the University of Illinois—Urbana-Champaign had been awarded a grant of $280,500 to determine the ramifications of a three year bachelor's degree program. The first students were admitted in the fall of 1973.[14]

The program has been put into effect and students may enroll in an Individualized Six Semester plan or through Extended Early Admission. Students so enrolled receive special counseling through the Honors Program of the College of Liberal Arts and Sciences.

While this program is an on-campus one and not designed for part-time students it is responsive to the need for non-traditional options.

Undergraduate and Graduate Courses—Chicago Circle

It is the policy of the Chicago Circle campus that 11 contact hours are required for one quarter hour of credit. Concentrated courses have been offered in one week, two week and five week formats. In 1975-76 eight such courses were offered through Extension in the Chicago area (both on-campus and off-campus).

AUTO-TUTORIAL APPROACHES

The use of "packages" of materials and instructional media through which students move through course materials largely at their own pace and with little or no supervision has not been a feature of credit courses for the part-time student. No attempt has been made by either the Urbana-Champaign or Chicago Circle campuses to equip classrooms or laboratories at off-campus sites with materials and media outlets through which the student engages in self-paced instruction.

COMPUTER ASSISTED INSTRUCTION - PROGRAMMED LOGIC FOR AUTOMATIC TEACHING OPERATIONS (PLATO)

The PLATO operation centers about the use of a computer as a device to assist in teaching large numbers of students who communicate with the machine through a keyboard similar to a typewriter. The machine responds through a display panel.

PLATO has not been programmed to provide complete credit courses for part-time students at off-campus sites.

No complete courses are available through computer-assisted instruction from either the Urbana-Champaign or Chicago Circle campuses.

The PLATO system would appear to have great potential in continuing professional education programs. (See also Appendix VII, University of Minnesota.)

COOPERATIVE EDUCATION PROGRAMS

The Urbana-Champaign campus and the Chicago Circle campus both offer cooperative education programs in engineering. The Urbana-Champaign arrangement provides alternate semesters of work and study after the freshman year, and the Chicago Circle program usually begins following the sophomore year. The study periods are on-campus and students entering the programs have usually been full-time students before embarking upon the alternating work-study periods. (See also Appendix IV, University of Iowa, and Appendix X, Purdue University.)

TAPE CASSETTE COURSES

No whole courses are available through the exclusive use of audio or video type cassettes at either Chicago Circle or Urbana-Champaign. Correspondence instruction from the Urbana-Champaign campus is augmented by audio cassettes when appropriate. (See **"ELECTRONIC BLACKBOARD" COURSES** below.)

RADIO COURSES

Courses by radio do not emanate from either Chicago Circle or the Urbana-Champaign campus.

TELEVISION COURSES

There are no courses for credit offered by television, either through cable television or open broadcast facilities, from either Urbana-Champaign or the Chicago Circle campus.

NEWSPAPER COURSES

No newspaper courses for credit are offered by Urbana-Champaign or Chicago Circle. A course has been offered by Chicago Circle, and such courses may again be offered, but none were available in 1976-77.

"ELECTRONIC BLACKBOARD" COURSES–UNIVEX NET

The Urbana-Champaign campus has established "Remote Classroom" centers at Peoria, Aurora and Rockford which are connected to on-campus classrooms by leased telephone lines. At the centers are television receivers which report information as written in the classroom on special electronic chalkboards. Transmission is instantaneous and there is two-way audio communication. The system is called the Univex Net. Students are taught in on-campus classrooms at the same time that other students are taught at the remote sites. Courses are primarily in engineering, but several have been offered in agriculture and education.

Another feature of the system is that both the video and audio presentation may be recorded on cassette tape for playing by students who may have missed a class and for review.

Some of the courses offered are provided on a contract basis with businesses and industries. The contract cost is usually $5,000 per year and allows 40 students to participate. Additional employee-students may be served at a charge of $150.00 each.

The system has been developed by Bell Laboratories and operates as a kind of demonstration model.

NOTES

1. See Robert F. Ray, *University Credit and Degree-Earning Opportunities for Adults,* Report No. 1, *The C.I.C. Study of the Non-Traditional Student* (Iowa City: Division of Extension and University Services, The University of Iowa, 1973), p. 41.

2. University of Illinois, Faculty Letter from the Office of the President, No. 241, October 11, 1973, pp. 1-3.

3. *Ibid.*, p. 1.

4. University of Illinois, Graduate College, Memorandum No. 2[illegible], October 3, 1974, p. 2.

5. University of Illinois, University Office of School and College Relations, "1976-77 Student Cost and Academic Calendars," pp. 5-7.

6. Ray, *op. cit.*, p. 4.

7. Helen S. Farmer, "Inquiry Center for Adults," excerpts from a proposal of Continuing Education and Public Service, University of Illinois at Urbana-Champaign, March, 1976, unpublished.

8. University of Illinois, Office of Instructional Resources, "Placement and Proficiency Examinations, 1975-76," pp. 16-50.

9. *A Master Plan for Postsecondary Education in Illinois* (Springfield: Illinois Board of Higher Education, 1976), p. 50.

10, M. Goldstein and B. Jain, *Availability and Features of External Degree Programs Offered by Institutions in State of Illinois,* Illinois Council on Continuing Higher Education, 1976, p. 3, unpublished.

11. Ray, *op. cit.*, pp. 48-51.

12. University of Illinois at Urbana-Champaign, *Undergraduate Programs, 1975-77,* p. 60.

13. "Proposed Policy Change for Short Courses," External Degrees Subcommittee Memorandum to Executive Committee of the Graduate College, April 13, 1976, unpublished.

14. Ray, *op. cit.*, p. 54.

Appendix III

INDIANA UNIVERSITY

INTRODUCTION

Indiana University is a statewide system of higher education. The campuses are Indiana University-Bloomington, Indiana University-Purdue University at Indianapolis (IUPUI), Indiana University East at Richmond, Indiana University-Purdue University at Fort Wayne, Indiana University Northwest at Gary, Indiana University Southeast at New Albany, Indiana University at South Bend, and Indiana University at Kokomo.

With the Bloomington campus as the base, the other campuses originally were established as extension centers. The central core of the system rests in the Bloomington and IUPUI campuses. These are headed by vice presidents who are the chief academic and administrative officers. The other campuses are headed by chancellors or deans. The vice presidents, chancellors and campus deans report to the president of the University, and he in turn is responsible to the board of trustees.

In the 1973 *C.I.C. Study of the Non-Traditional Student* it was reported that plans were under consideration to provide the Division of Continuing Education with degree granting authority.[1]

On September 12, 1975, the Indiana Commission for Higher Education approved the creation of a systemwide School of Continuing Studies. Previously approved by the Indiana University Board of Trustees, the School, headed by a Dean, serves as the vehicle through which continuing education activities are coordinated systemwide. The dean reports to the vice president for the Indianapolis campus. On each campus there is a Director of Continuing Studies.

Indiana University is the first C.I.C. university to create a school especially structured to meet the needs of the part-time student and to provide it with degree granting authority. The following statement describes the new academic unit:

> Some components of the School of Continuing Studies can be traced to 1903, when several extramural courses were taught by University faculty and announced in the course catalog. In 1904, some of these courses were listed in the catalog as correspondence study offerings, and in October, 1912, correspondence study became a part of the University's regular offerings.
>
> From that time, the School of Continuing Studies has evolved into a multifaceted and fully recognized member of the University family. In addition to the continuing education offices on each campus, there are other continuing education programs throughout the University in such units as the School of Medicine, School of Dentistry, School of Optometry, School of Nursing, School of Business, and the Alumni Association. Program directors in these areas work cooperatively with the School of Continuing Studies.

Indiana University

There are four broad missions, or objectives of the School of Continuing Studies. They are:

1. To provide credit and noncredit, degree and nondegree, continuing education, and extended studies programs, tailored to the economic, social, and cultural needs of society, consistent with the overall objectives, resources, and unique capabilities of the University.
2. To extend higher education degree opportunities, through a variety of learning options, to individuals who currently are not being reached or served through residential degree programs.
3. To provide leadership, coordination, and assistance in the implementation of continuing education and extended studies programs throughout the Indiana University system.
4. To develop special certificate and degree programs of concentrations within existing degree programs to meet specific needs of adults which are not presently being met through existing residential certificate or degree programs.

These four objectives encompass several specific goals:

1. To provide learning opportunities, for which the University has special competence, to individuals and groups associated with professional, industrial, business, labor, community, and government organizations and agencies.
2. To provide learning opportunities, for which the University has special competence, to individuals who wish to enhance their personal development through participation in educational activities.
3. To interpret the mission of the School of Continuing Studies to the general public and to the various components of the University so the mission may be more fully realized.
4. To conduct research studies in the field of continuing education that will enable the School to fulfill its mission.
5. To develop innovative instructional approaches to enhance the teaching-learning process in continuing education and extended studies programs.
6. To promote inter-institutional cooperation with regard to the objectives of the School to enhance fulfillment of its mission.
7. To provide support services such as counseling and academic advisory services necessary to enable adult part-time learners to achieve their continuing education and extended studies goals.
8. To publicize the opportunities and services available through the School so that a maximum number of adults may benefit from these opportunities and services.
9. To make available to I.U. campuses program specialists to assist in the design and development of selected programs.

10. To develop and secure grant proposals consistent with and enhancing achievement of the School's objectives.

11. To collect and compile data on systemwide continuing education and extended studies programs for increased effectiveness of the School.

12. To provide facilitative and administrative support services for other University units.

The academic program of the School of Continuing Studies differs markedly from that of resident campuses. This is primarily because of the differing needs of continuing education students, who comprise a heterogeneous group in terms of learning capabilities, educational backgrounds, and educational objectives. Continuing education faculty and staff must be prepared to utilize a variety of methods and techniques, including credit and noncredit courses, conferences, institutes, workshops, radio and television, newspapers, educational telephone networks, and individual counseling. Since continuing education tends to be interdisciplinary in nature, teaching competence involves an ability to join with colleagues in other fields to provide instruction.

The School faculty is also encouraged to conduct research and publish the results. Such research is broadly conceived and may include the analysis of original and innovative program efforts and the development of instructional materials where such efforts are judged to involve research. Research results and scholarly writings published in professional journals or reported through business, trade, or community publications can provide significant leadership in many fields. As with program development and teaching, continuing education research is likely to be interdisciplinary in scope and methodology.

Community service activities are frequently closely related to, and in many cases are an essential part of, an educational program. Such areas as the Drug Education Center and off-campus programs contribute a great deal to the involvement of the School of Continuing Studies in communities around the state. [2]

The school performs its functions through four divisions: "The Division of Extended Studies serves the needs of those who cannot take full advantage of formal degree programs at fixed campus locations. The Division offers certificates and degrees at the Associate and Bachelor levels. The Division of Continuing Education provides opportunities for students to participate in special interest programs and credit and noncredit courses. The Independent Study Division provides a wide range of correspondence study options and Credit by Examination through Guided Instruction to support the programs offered by the Divisions of Extended Studies and Continuing Studies."[3] The Division of Labor Studies offers degree and certificate programs as well as non-degree educational opportunities to members and leaders of the labor movement.

The dean of the school is advised by a Systemwide Council on Extended Studies. (See also **EXTERNAL DEGREE PROGRAMS** below.)

The university provides a number of opportunities for the adult part-time student to earn college credit and degrees. Part-time (persons enrolled for 11 or fewer hours of work) and full-time enrollments for the first semester of 1975-76 were as follows:

Indiana University

Campus	Part-time	Full-time	Total Part- and Full-time
Bloomington	5,142	27,507	32,651
I.U.P.U.I.	11,313	8,912	20,225
Fort Wayne	3,019	2,402	5,420
South Bend	3,643	2,260	5,903
Northwest	2,849	2,080	4,929
Southeast	2,270	1,572	3,842
Kokomo	1,815	822	2,637
I.U. East	948	350	1,298
TOTAL	30,999	45,906	76,905

Part-time enrollments were greater than full-time enrollments on all the campuses of the university except the Bloomington campus. How many of the part-time students were "adults" (for the purposes of this study—25 years of age or older) is not known, but it is clear that opportunities are available in the major population centers of Indiana, and the offerings are extensive.

The university system also provides a very large number of programs that are not for credit. In 1975-76 there were 86,597 registrations for such work. This total reflects an increase of about 23,000 registrations when compared with 1970-71 records.

In the Independent Study Division (correspondence study) there were 4,020 registrations in college credit courses, 172 in non-credit courses and 1,901 in high school level courses. In other credit courses offered through continuing education there were 11,545 registrations.

A total of 98,142 registrations were recorded for credit and non-credit offerings.

Overall systemwide expenditures for the School of Continuing Studies in 1975-76 were $2,197,967. Of this amount, $1,047,405 was provided through state appropriations and $130,785 came from federal grants and other sources. The remainder was made up from fees charged students. The programs offered in evening classes, off-campus classes and correspondence study are designed to be self-supporting apart from funds provided for administrative services.

GUEST-HOST PROGRAMS WITH PURDUE UNIVERSITY

In January, 1962, the presidents of Purdue University and Indiana University signed an agreement through which one of the universities may offer undergraduate courses, associate degree courses or programs, graduate level courses (not whole programs) and non-credit programs in the regional campus facilities of the other university.

The agreement requires written permission of the appropriate departments, schools or colleges on the parent campus of the "host" institution before the "guest" may present courses or programs.

Financial responsibility rests with the host. Staff members who teach such courses or in such programs are under the administrative direction of the host university and the academic direction of the guest university (which is also responsible for promotions and rank and tenure status).

Students are admitted to courses or programs in accordance with the admission requirements of the guest university. Student records are maintained by the host university.

Under the guest-host arrangement courses and programs of the two universities can be made available at all the regional campuses throughout Indiana.

RESIDENCY REQUIREMENTS

Bachelor's Degree—On Campus Degree Programs

Of the minimum 122 semester hours required for a bachelor's degree (124 semester hours for students seeking a teacher's certificate), not less than 26 credit hours of the work in the senior year must be completed on the Bloomington campus, and not less than 10 hours of course work in the major field of study must be completed on the campus. The adult part-time student may acquire credit through independent (correspondence) study, evening classes, military service courses, and at other accredited institutions before being admitted to Indiana University. (See also **EXTERNAL DEGREE PROGRAMS** below.)

Master's Degree

Students must be in residence on campus one full semester or two summer sessions as a partial requirement for master's degrees. For this purpose the IUPUI and Bloomington campuses are regarded as one campus for those seeking master's degrees in business and education. Only the Bloomington campus awards the master of arts and master of arts in teaching degrees. The master of science degree is awarded by the IUPUI and Bloomington campuses. Several of the other campuses have available master's level courses, but not full programs.

Students who have done graduate level work at accredited institutions other than at the campuses of Indiana University may offer for transfer credit up to eight hours for the A.M., M.S. or M.A.T. degrees (Indiana University graduates may offer 12 hours for the M.A.T.), and nine hours for the master of public administration degree. The professional schools have other graduate degree programs.

By legislative enactment no student is required to take courses on the home campuses of Indiana University or Purdue University if the courses are available at a regional campus of the institutions in which the student seeks to earn a degree.

FEES

For Bloomington on-campus courses, whether as a degree candidate or a "special student," the enrollee, if carrying one to 11 hours as an Indiana resident, currently pays $31 per credit hour, and the non-resident pays $69 per credit hour. The same fee schedule applies for graduate work.

For independent (correspondence) study the current fee is $21 per credit hour. No graduate courses are offered.

Bloomington Evening Division rates currently are $31 per credit hour for Indiana residents and $69 for non-residents. No graduate level work is available through evening division classes in Bloomington.

Off-campus (extension) class fees are the same as class fees for classes offered on campus.

Full-time employees of the University are charged one-half the basic in-state fees for up to six hours of courses taken per semester, and spouses of full-time employees may take three hours of work per semester at this reduced rate.

STUDENT CLASSIFICATIONS AND APPLICATION OF CREDIT TOWARD DEGREES

"Special Student" Classification—Undergraduate—On-Campus Degree Programs

Registration as a "special student" is possible, and such students need not have been admitted to on-campus degree program candidacy. On the Bloomington campus the current fees for "special students" are $31 per credit hour for Indiana residents and $69 per credit hour for non-residents. The rates at the other campuses are $21 and $52 respectively.

Credit earned by "special students" may be applied, when appropriate, toward an on-campus baccalaureate degree program when and if the student is admitted to degree candidacy. When 12 hours have been earned at Bloomington or 30 hours have been earned by persons in the "special student" classification, academic counseling concerning a degree program is provided on the respective campuses.

For the bachelor of general studies and associate of general studies degrees offered by the School of Continuing Studies no "special student" classification is necessary. Credit earned through extension classes, evening classes, correspondence study or in any other way credit courses are offered is applicable to the B.G.S. or A.G.S. degrees if such credit falls within the degree requirements.

Continuing Non-Degree Student Classification—Graduate

Persons who have a baccalaureate degree may be admitted to courses at the graduate level through the Graduate College (without having been admitted to a degree program) as "continuing non-degree students." Work is normally limited to eight hours per semester and to nine hours in the summer sessions. Credit so earned may or may not apply toward a degree when and if the student is admitted to a degree program.

The present fees are $31 per credit hour for residents of Indiana and $69 for out-of-state students.

Credit Earned Through Extension Classes, Evening Classes and Correspondence Study--On-Campus Degree Programs

Credit earned in any of these ways by the adult part-time student who has not been admitted as a degree candidate is recorded on the student's transcript. When and if the student becomes a degree candidate the record is reviewed. Students are urged to consult the appropriate college and department before enrolling in such courses to be certain the credit so earned will count if they believe they may wish to become on-campus degree candidates at a later date. All work for the master's degree must be completed within five years.

COUNSELING AND ADVISING

Students enrolled as candidates for the A.G.S. and B.G.S. degrees are advised through the offices of the Director of Continuing Studies or Labor Studies Coordinator on all campuses. Such students may utilize the services of the counseling offices available to full-time students. Academic advisors are assigned when the student is admitted to degree candidacy.

SPECIAL CLIENTELE GROUPS

Prisoners

The Division of Independent Study provides correspondence courses at a nominal fee per course to prisoners in Indiana penal institutions.

Persons Over 65 Years of Age

While there are not reduced fees for credit-bearing courses, persons over 65 are charged half of the fee for non-credit programs in which they enroll on certain Indiana University campuses.

Citizenship Courses

Two non-credit courses are available through correspondence study to help foreign-born applicants study for United States citizenship. Continuing Education Units are awarded to those successfully passing the courses.

Women

The School of Continuing Studies has established an Office of Continuing Education for Women. The services of the office are systemwide. The director works with personnel in all divisions of the university and on all campuses in designing and providing short courses, seminars and conferences (not for credit) in areas of special interest to women. Counseling for women is provided on a very limited basis.

Labor

The School of Continuing Studies offers a certificate of labor studies program, an associate of general studies with a concentration in labor studies degree and a bachelor of general studies with a concentration in labor studies degree. The certificate program requires 30 semester hours for completion. (See **EXTERNAL DEGREE PROGRAMS** below.)

General

In addition to the above, Indiana University offers specially designed credit courses and degree programs such as the groups program for the disadvantaged, the women's studies program and on-site instruction for prisoners. The Division of General and Technical Studies, among others, provides, through its associate degree programs, special opportunities for persons with more specific career objectives, however these programs are not necessarily directed to populations identifiable as distinct because of race, ethnic heritage, sex or economic circumstance.

CONTINUING EDUCATION UNITS (CEU)

A Continuing Education Unit, by definition, may be awarded for each ten contact hours of participation in an organized not-for-credit continuing education experience under responsible sponsorship, capable direction and qualified instruction.

Indiana University in 1975-76 awarded 27,859 units to participants in continuing education classes and 1,722 to conference participants. While these events represented less than one-fourth of the total of such efforts in 1975-76, the practice is expected to grow in the future. The CEUs awarded represent 295,810 hours of instruction.

A permanent record of CEUs awarded is maintained by the School of Continuing Studies.

ASSOCIATE DEGREE PROGRAMS

Indiana University, through the Division of General and Technical Studies and other programs, has awarded associate in arts and associate in science degrees since 1965. Two year programs are provided in technical, applied science, paraprofessional health fields and general areas of study at the post-secondary level for students who seek opportunities for career education.

There follows a list of programs available at the several campuses.

Indiana University—Bloomington

Associate of Science in:

- Criminal Justice Technology
- Hazard Control Technology
- Optometric Technology
- Public and Environmental Affairs: Environment, Public Administration, Urban Studies
- Stagecraft Technology
- String Instrument Technology (not currently offered)

Indiana University—Northwest (Gary)

Certificate in Secretarial Studies, Associate of Science in Nursing and Associate of Science in:

- Accounting Technology
- Dental Hygiene
- Electrodiagnostic Technology
- Histologic Technology
- Marketing Distribution Technology
- Medical Records Technology
- Medical Laboratory Technology
- Operations Supervision Technology
- Public and Environmental Affairs: Environment and Public Administration
- Radiologic Technology
- Respiratory Therapy Technology
- Traffic and Transportation Technology

Indiana University—South Bend

Associate in Arts in Jazz and Commercial Music and Associate in Science in:

- Banking and Finance
- Criminal Justice Technology
- Dental Hygiene
- Dietary Technology (not currently offered)
- Education Technology
- Jazz and Commercial Music
- Public and Environmental Affairs: Environment, Public Admistration and Urban Studies
- Radiologic Technology (not currently offered)

Indiana University—Kokomo

Certificate in Marketing and Secretarial Studies and Associate in Science in Nursing and Associate in Science in:

- Banking and Finance
- Criminal Justice Technology
- Fire Science Technology
- Health Care Management
- Nursing
- Operations Supervision: Industrial Option
- Radiologic Technology
- Marketing and Distribution

Indiana University (IU)—Purdue University (PU)—Fort Wayne

Indiana University (IU) offers the Associate in Science and Purdue University (PU) offers the Associate in Applied Science degrees in the following:

- Accounting Technology (IU)
- Architectrual Technology (PU)
- Business Data Processing Technology (IU)
- Civil Engineering Technology (PU)
- Commercial Art Technology (IU)
- Computer Technology (PU)
- Criminal Justice Technology (IU)

Dental Hygiene (IU)
Dental Laboratory Technology (IU)
Education Technology (IU)
Electrical Engineering Technology (PU)
Food Service and Lodging Supervision (PU)
Industrial Engineering Technology (PU)
Marketing Distribution Technology (IU)
  Interior Design Option (IU)
Mechanical Drafting/Design Technology (PU)
Mechanical Engineering Technology (PU)
Mental Health Technology (PU)
Nursing (PU)
Office Technology (IU)
Operations Supervision (IU)
  Hotel-Motel Option (IU)
Public and Environmental Affairs: (IU) Environment and Public Administration
Radiologic Technology (IU)
Respiratory Therapy Technology (IU) (not currently offered)
Supervision Technology (PU)

Certificate Programs are also available in:

Office Technology (IU)
Highway Technician (PU)

Indiana University (IU)—Purdue University (PU)—Indianapolis

Indiana University (IU) offers the Associate in Sceince and Purdue University (PU) offers the Associate in Applied Science degrees in the following:

Architectural Technology (PU)
Chemical Technology (PU)
Civil Engineering Technology (PU)
Computer Technology (PU)
Criminal Justice Technology (IU)
Dental Hygiene (IU)
Education Technology (IU)
Electrical Engineering Technology (PU)
Food Service and Lodging Supervision (PU)
Hospital Dietary Technology (IU)
Human Services (IU)

Indiana University

Industrial Engineering Technology (PU)
Mechanical Drafting/Design Technology (PU)
Mechanical Engineering Technology (PU)
Medical Transcription Technology (IU)
Occupational Therapy (IU)
Pollution Control (PU)
Public and Environmental Affairs: (IU) Environment and Public Administration
Radiologic Technology (IU)
Respiratory Therapy Technology (IU)
Supervision Technology (PU)

Indiana University—East (Richmond)

Associate of Science in the following:

Accounting
Banking and Finance
Business Management and Administration
Criminal Justice Technology
Human Services
Pre-Elementary Education

Indiana University—Southeast (New Albany)

Associate of Science in Nursing and Associate of Science in:

Journalism
Nursing
Recreational Leadership

Purdue offers Associate in Applied Science in:

Mechanical Drafting Design Technology (PU)
Mechanical Engineering Technology (PU)

Indiana University (IU)—Purdue University (PU)—Columbus Center

Certificate Program available in Business Administration

Associate in Science in Criminal Justice Technology

Purdue offers Associate in Applied Science in:

Mechanical Engineering Technology and Supervision

Students in these programs may transfer to other divisions of the university with the approval of the appropriate dean; however, credit must be validated.

One-fourth of the work for an associate degree must be done in the Division of General and Technical Studies. In meeting the general education requirements courses may be taken by correspondence (with permission of the dean). Sixty-two semester hours are required, and work must be completed within six years.

Students not wishing a degree may enroll as "special students" and take courses.

The Division of General and Technical Studies is a system-wide sub-unit of the Indiana University System.

Associate in General Studies

This is an external degree offered by the School of Continuing Studies. (See **EXTERNAL DEGREE PROGRAMS** below.)

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The Indiana University College of Arts and Sciences awards credit for the general CLEP examination in the humanities only. If the student passes with subscores of 50 or higher, six hours of credit may be earned (three in English and three in fine arts).

The Bloomington admissions office recommends to the departments that credit be awarded for scores of 53 or higher as follows (asterisk signifies credit granted only once for Indiana University courses):

Subject Examination	Credit Hours	I.U. Course
American Government	3	Pol. Sc. Y103
American History	3-6	Hist. 105 & 106
Analysis & Interp. of Literature	3	English L202
Biology	5	Biology L100
College Algebra	3	*Math. M125
College Algebra & Trigonometry	3	*Math. M125 or M126

Subject Examination	Credit Hours	I.U. Course
Computers & Data Processing	4	Computer Sci. C201
Educational Psychology	5	*Ed. P280
English Composition	3	English W131
English Literature	3-6	English L211-212
General Chemistry	5	Chem. C100
General Psychology	3	Psy. 101
Geology	3-6	Geol. G103-104
History of American Education	3	Ed. H424
Human Growth & Development	5	*Ed. P280
Intro to Business Management	3	Bus. W100
Introductory Accounting	3-6	Bus. A201-202
Introductory Business Law	3	Bus. L200
Introductory Calculus	5	Math. M215
Introductory Economics	3-6	E103-104
Introductory Marketing	3	Bus. Intro to Mktg.
Money & Banking	3	Bus. Intro to Money & Bkg.
Statistics	3	Math. K300
Tests & Measurements	3	Ed. P407
Trigonometry	3	*Math. M126
Western Civilization	3-6	Hist. H103-104

In 1975-76 only about 150 hours of credit were earned on the Bloomington campus through CLEP examinations.

College Level Examination Program—Transfer of Credit

Students transferring CLEP credit awarded at other institutions with scores as indicated above will find the credit accepted by Indiana University.

College Level Examination Program—School of Continuing Studies
External Associate and Baccalaureate Degrees

The School of Continuing Studies has agreed to award credit on the same basis as that described above for the College of Arts and Sciences.

ADVANCED PLACEMENT EXAMINATIONS

College Entrance Examination Board Advanced Placement Examinations (CEEB)

College Entrance Examination Board Advanced Placement Examinations scores of three to five earn incoming students credit. A grade of "A" is entered on the student's transfer report for scores of five, and an "S" grade (satisfactory) is entered for scores of three and four.

Credit may be awarded for certain courses which have been determined as equivalents or credit may be undistributed (not assigned a course number) for some of the tests in chemistry, physics, latin or music.

Scores of three to five in biology do not provide credit but exempt students from having to take Biology L100. Credit awarded ranges from three to ten hours depending upon specific course/examination equivalencies.[4]

CEEB Achievement Tests

Students who score well on the CEEB Achievement Tests may achieve advanced placement in English and biology, and may earn credit in foreign languages.

Departmental Examination for Credit

Qualified students may request the opportunity to take departmental examinations over lower division courses. The examinations are given once each semester. If successful in passing an examination the student is awarded credit and the grade of "S" ("A" grades are given for superior examination achievement).

A similar privilege is available to students who feel they have the competence to pass an intermediate or upper-level course or courses. Such examinations are given at the discretion of instructors following an interview with the student.

It is to be noted that there is no limit on the amount of credit that may be earned through departmental examinations.

COLLEGE CREDIT FOR HIGH SCHOOL STUDENTS (CCHSS)

High school students ranking in the upper quarter of their classes (sophomores, juniors and seniors) may enroll in CCHSS on the campus at Bloomington during the summer in either or both of two sessions (two or three weeks) and earn three hours of college credit per session. In 1974 there were 174 students in the program.

Apart from the CCHSS program, high school seniors ranking in the upper quarter of their classes may enroll, with permission of their principals, in introductory courses on any of the campuses in the system. The New Albany campus, for example, provides a course in English each semester on the campus of a local high school for college credit.

ARMED SERVICE TRAINING SCHOOL COURSES

There is no limit on the amount of credit that may be awarded by Indiana University for courses taken in armed forces training schools. The American Council on Education's *A Guide to the Evaluation of Education Experiences in the Armed Services* is consulted by the admissions office and credit is awarded in accordance with its recommendations.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) COURSES

Credit is accepted and placed on the student's transcript if Dantes courses are passed at the twenty-fifth percentile. In general such credit is treated as correspondence study credit and 18 hours may be applied toward a degree unless arrangements are made with a particular upper division department.

ARMY HELP FOR EDUCATION AND DEVELOPMENT (PROJECT AHEAD)

Indiana University participates in Project AHEAD. Through this program the student chooses an institution from which she or he hopes to be graduated. The selection is made prior to or during enlistment. The institution then provides advice concerning courses the student-enlistee may take during the enlistment and about the applicability of credit so earned toward the educational objective.

SERVICEMEN'S OPPORTUNITY COLLEGE (SOC)

Indiana University participates in the SOC program. A representative on each campus has been named by the university. The program permits the student to enroll at the university while still in service. The university requirement of at least the last 30 semester hours for on-campus degrees applies, but there is no such on-campus requirement for the external degrees offered through the School of Continuing Studies. (See **EXTERNAL DEGREE PROGRAMS** below.)

MILITARY SERVICE CREDIT

Depending upon the amount of time spent in the armed forces, Indiana University will award up to six semester hours of credit for such experience.

CREDIT FOR COURSES LISTED IN AMERICAN COUNCIL ON EDUCATION GUIDE TO EDUCATIONAL PROGRAMS IN NONCOLLEGIATE ORGANIZATIONS

Indiana University admissions office personnel indicated in 1976 that they would follow the

Guide and make recommendations to the departments for the awarding of credit as suggested by the *Guide* for course equivalencies.

CREDIT BY EXAMINATION THROUGH GUIDED INSTRUCTION

Through the Independent Study Division of the School of Continuing Studies students may earn credit without attending an on-campus class or taking an independent (correspondence) study course. According to the catalog,

> The procedure is similar to independent study except that the student does not complete the various assignments involved in the independent study program. The student takes an examination similar to a final examination in a college course except that it is more comprehensive.
>
> Interested students should contact the Independent Study Division to determine which courses are available through credit by examination through guided instruction. Participants will receive a study guide containing the course content, including a list of textbooks and readings with which the student should be familiar, and a set of sample questions similar to the questions which will appear in the examination.
>
> Upon successful completion of the examination, credit is recorded with a grade of S (satisfactory) unless the examination clearly merits an A grade. There is no penalty for not successfully completing the examination. If the student is unsuccessful, one other opportunity to successfully complete the examination will be given. A minimum delay of one month is required between the first and second examinations.
>
> A fee of $21.00 per credit hour is charged for all credit by examination through guided instruction courses. An additional fee to cover the cost of grading is assessed for the second examination.[5]

EXTERNAL DEGREE PROGRAMS

General Information

With the establishment of the School of Continuing Studies, a systemwide entity, the university has embarked upon external associate in general studies and external bachelor of general studies degree programs. All of the campuses of the university are involved.

The faculty of the School of Continuing Studies consists of the regular faculty of the School plus adjunct faculty members who serve on local campus Committees for Extended Studies (these are persons appointed from among those who hold faculty status with other colleges within the university and others who may be appointed as adjunct faculty, some of whom may be professors at other colleges and universities). The faculty of the School (*i.e.*, persons holding positions with rank in the School as an entity) numbered nine in 1976-77, and these are paid salaries from budgeted funds for the School. Members of the Indiana University—Bloomington faculty teaching on an over-load basis are currently paid $1,050 for a three hour course on-campus and $1,150 plus expenses for a three hour course off-campus.

The School has a system of rank and tenure for full-time members of its faculty. Other faculty members serving the program remain on the tenure system of the department and college of which they are a part.

There is a systemwide Council for Extended Studies which serves as the policy forming agency for the system Division of Extended Studies. The Council for Extended Studies consists of the chairpersons of the committees for extended studies from the campuses of Indiana University and a number of faculty members appointed for staggered terms of three years by the systemwide Vice President-Indianapolis upon recommendation of the respective campus chancellors. The Dean of the School of Continuing Studies and the Directors of the Divisions of Extended Studies and Labor Studies serve as ex officio members of the Council. Other ex officio members may be appointed by the Vice President-Indianapolis. The chairperson for the council is designated by the Vice President-Indianapolis.

The Council for Extended Studies is responsible especially for proposing and developing program policies which (1) reflect a consistently high quality of scholarship, (2) demonstrate innovative uses of instructional techniques, and (3) increase educational opportunities for those for whom residential degree programs are not possible. The Council also is concerned with systemwide policies relating to such matters as (1) admission of students to degree programs, (2) the granting of credit for self-acquired competencies, (3) the coordination of degree programs offered through the various Indiana University campuses as well as through any other postsecondary institutions, (4) possible cooperative arrangements with other postsecondary education institutions, and (5) fiscal arrangements between the School and each campus and other institutions where appropriate.

The Council for Extended Studies is concerned with policies relating to (1) the counseling of students, (2) the utilization of service resources within the School of Continuing Studies, (3) the evaluation of the existing degree programs, and (4) the review and approval of proposed new degree programs.

Each campus of the University has a Division of Continuing Studies within the systemwide School of Continuing Studies which, in addition to its continuing education responsibilities, serves as a support center for the implementation of degree programs as well as the advising, counseling, and testing of students involved in various degree programs.

Each participating campus has a Committee for Extended Studies that consists of an appropriate number of faculty members (each holding regular faculty rank) of that campus (from three to seven members, depending upon the size of the campus and the number of academic units) that are appointed, on a staggered three-year term basis, by the local chancellor and/or vice president. The local Director of the Division of Continuing Studies serves as an ex officio member of this Committee. The Chairperson of the Committee for Extended Studies serves as a member of the systemwide Council for Extended Studies.

The overall function of the indivdual Committees for Extended Studies is to supplement rather than overlap the functions of the systemwide Council for Extended Studies and the systemwide faculties for degree programs. More specifically, the function of the campus Committee for Extended Studies is:

1. To develop policy concerning local administrative procedures relating to the degree programs. Such areas include determining who is to process admission applications at the local campus, how local student advisory committees are to be set up, etc.

2. To assess possible unique local needs for external and special degree programs and make recommendations for the development of such programs.

3. To communicate local policy and administrative concerns to the Council via the chairman of the local committee who serves as a member of the Council.

4. To certify to the appropriate systemwide faculty that specific students have fulfilled the degree requirements, and that these students should be recommended for the appropriate degrees.

5. To evaluate the effectiveness of the various degree programs, and to make recommendations to the Council on Extended Studies and the appropriate faculty group(s) for the improvement of the programs(s).

The specific faculty of the associate of general studies and bachelor of general studies degree program consists of the members of the Committee for Extended Studies from each campus. These individuals are appointed by the board of trustees as faculty within the School of Continuing Studies in addition to retaining their faculty appointments on their respective campuses.

The specific faculty for the certificate, associate and bachelor degree programs with concentrations in labor studies, consists of all staff members within the Labor Education and Research Center who hold faculty appointments.

For each new degree program that is to be developed and implemented as a systemwide option in the School of Continuing Studies, systemwide faculty committees consisting of no fewer than six Indiana University faculty members from appropriate academic disciplines will be appointed by the Vice President-Indianapolis. When the degree program has been approved by all necessary authorities, appropriate individuals will be appointed by the board of trustees as faculty within the School of Continuing Studies in addition to retaining their faculty appointments on their respective campuses. The faculty for each degree program will be responsible for: (1) prescribing the requirements for the degree, (2) determining the curriculum, (3) monitoring the quality of the degree program, and (4) encouraging innovative instruction procedures in practices.

Indiana University

Upon certification by the local Committee on Extended Studies for the general studies degrees or by the appropriate degree faculty for special degree programs (such as labor studies) that a student has satisfactorily completed degree requirements, the faculty of the School of Continuing Studies will recommend to the board of trustees that the degree by awarded. The faculty of the School of Continuing Studies is defined as all those holding faculty rank and/or faculty appointments within the School of Continuing Studies.

> Plan of Study. After acceptance by the School of Continuing Studies, the Student is assigned to an adviser who will assist the student in developing a formal plan of study. The student, in consultation with the faculty adviser, will be responsible for developing a written plan of study leading to the desired degree objectives. The written plan of study will be tentatively approved by the student's adviser, reviewed by the local director of Continuing Studies, and receive final approval from the local Committee for Extended Studies. The plan of study may be changed at a later date, but the changes must be approved in the manner indicated above.
>
> Three Major Areas of Learning. Each degree program requires completion of course work in three major areas of learning. These courses may be completed through a combination of independent study by correspondence, credit by examination through guided instruction, television courses, or on-campus classes. Within each major area of learning there is a wide variety of subject fields from which a student may choose to fulfill the requirements.[6]

The three areas are arts and humanities, science and mathematics and social and behavioral sciences.

> Admission Requirements. The external degree programs are open to all qualified high school graduates or individuals with the General Educational Development (GED) certificate. In the absence of a high school diploma or the GED certificate, adults over 21 years of age may be given provisional admission. After demonstrating the ability to pursue college-level course work by successfully completing 12 semester hours of credit, they may apply for admission as regular students.
>
> . . . Applications are first reviewed by the director for Continuing Studies on the campus to which the student wishes to relate, or the Labor Studies Director. The director makes the admissions decision; these decisions are monitored by the system-wide office.[7]

There are no deadlines for submitting applications for admission unless the applicant wishes to take on-campus courses; in such instances usual campus deadlines apply.

> Self-acquired Competencies Credit. The School of Continuing Studies recognizes that individuals are involved in learning situations throughout their lives. Knowledge gained through on-the-job training programs, short courses in the military or private industry, or other learning activities may be as important to the individual as the knowledge gained through formal classes on college campuses. Until now, most colleges and universities have not recognized on a retroactive basis learning gained outside of the classroom. As a part of the external degree program, provisions have been made to award academic credit for competencies acquired prior to beginning an academic program. A maximum of 15 hours of self-acquired competencies may be approved for the Associate of General Studies degree program and a maximum of 30 hours of credit for the Bachelor of General

> Studies degree program. These maximums would not include credit earned by the credit by examination through guided instruction procedures.
>
> Decisions concerning self-acquired competencies credit will be made after acceptance to and enrollment in the School of Continuing Studies. Students who believe that they may be eligible for self-acquired competencies credit should request procedural information from the director of Continuing Studies on the campus to which they have applied for admission. [8]

With regard to credit earned at other institutions, 96 hours may, if applicable to the degree, be transferred.

> Probation. Students given "Provisional Admission" to the external degree programs are required to complete twelve (12) hours of appropriate course work with a cumulative grade-point average of C (2.0; A = 4) to be eligible for admission as a regular student in good standing.
>
> Enrolled students whose cumulative grade-point average falls below a C average will be placed on academic probation until the cumulative grade-point average is C or better. If the student is unable to raise the cumulative grade-point average above a C after a probationary period of one year, the student's academic record will be reviewed by the academic adviser to determine if the student is eligible to continue in the General Studies degree program.
>
> Graduation Requirements. To be eligible for graduation, a student must complete the course work specified in the plan of study with an overall grade-point average of C (2.0) or better. Students must receive a grade of C or better in all courses used to fulfill course requirements in the three major areas of learning. Any course in which a student receives a grade of D will count as a general elective to fulfill total hours required for the degree program.
>
> Counseling. Faculty counseling is available to all students. In addition to the students' faculty adviser, the directors of Continuing Studies and coordinators of Labor Studies on all Indiana University campuses are available to all students. Also, Indiana University's resources in the areas of vocational counseling, reading and study skills programs, and special counseling programs are available to all students.[9]

On-campus and correspondence study fees are the same for students enrolled in the external degree programs as they are for others.

Degree requirements are as follows:

> **Associate of General Studies** [10]
>
> A minimum of 12 semester hours in each of the three major areas of learning
>
> | | |
> |---|---|
> | Social and Behavioral Sciences | 12 hours |
> | Arts and Humanities | 12 hours |
> | Science and Mathematics | 12 hours |
> | | 36 hours |

The 12 semester hours required in each area must be distributed over at least two subject fields in each area.

Free electives 24 hours

Students, in consultation with their academic advisers, are encouraged to concentrate their elective courses in related subject areas.

TOTAL HOURS REQUIRED FOR THE A.G.S. DEGREE PROGRAM 60 hours

Other requirements and limitations:

1. A minimum of 12 semester hours of the required 60 hours must be taken within the Indiana University system.
2. A minimum of 10 semester hours of course work accepted for the A.G.S. degree must be taken after the student has been admitted to the School of Continuing Studies.
3. A maximum of 15 semester hours in any one subject area will be accepted toward the A.G.S. degree.

Bachelor of General Studies [11]

A minimum of 12 semester hours in each of the three major areas of learning.

Social and Behavioral Sciences	12 hours
Arts and Humanities	12 hours
Science and Mathematics	12 hours
	36 hours

A minimum of 18 additional hours in one of the above areas 18 hours

The semester hours required in each of the above areas (12 hours in two areas and 30 hours in the third area) must be distributed over at least two subject fields in each area.

Free electives 66 hours

Students, in consultation with their academic advisers, are encouraged to concentrate their elective courses in related subject areas.

TOTAL HOURS REQUIRED FOR THE B.G.S. DEGREE PROGRAM 120 hours

Other requirements and limitations:

1. A minimum of 24 semester hours of the required 120 hours must be taken within the Indiana University system.

2. A minimum of 20 semester hours of course work accepted for the B.G.S. degree must be taken after the student has been admitted to the School of Continuing Studies.

3. A minimum of 30 semester hours of the required 120 hours must be taken at the upper-division level. Upper-division course work is numbered in the 300s and 400s.

4. A maximum of 21 semester hours in any one subject area will be accepted towards the B.G.S. degree.

As noted above, students may wish to pursue the degree with a concentration in Labor Studies. The requirements are:

Associate of General Studies With Concentration in Labor Studies[12]

A minimum of 12 semester hours in each of the three major areas of learning:

Social and Behavioral Sciences	
Economics E103 and E104	6 hours
Other courses in Social and Behavioral Sciences	6 hours
	12 hours
Arts and Humanities	
English W131	3 hours
Other courses in Arts and Humanities	9 hours
	12 hours
Science and Mathematics	12 hours
TOTAL HOURS REQUIRED IN THE MAJOR AREAS OF LEARNING	36 hours

The 12 semester hours required in each area must be distributed over at least two subject fields in each area.

A minimum of 24 semester hours selected from the following Labor Studies courses:

SCS L101	American Labor History	3 hours
SCS L102	Union Organization and Government	3 hours
SCS L103	Collective Bargaining	3 hours
SCS L104	Protective Labor Legislation	3 hours
SCS L201	Labor Law	3 hours
SCS L202	Union Leadership	3 hours
SCS L203	Labor and the Political System	3 hours
SCS L204	Collection and Use of Economic Data	3 hours
SCS L205	Contemporary Labor Problems	3 hours

Minimum total hours required in Labor Studies	24 hours
TOTAL HOURS REQUIRED FOR THE A.G.S. (L.S.) DEGREE PROGRAM	60 hours

Other Requirements and Limitations:

1. A minimum of 12 semester hours of the required 60 hours must be taken within the Indiana University system.
2. A minimum of 10 semester hours of course work accepted for the A.G.S. degree must be taken after the student has been admitted to the School of Continuing Studies.

Bachelor of General Studies with Concentration in Labor Studies[13]

A minimum of 12 semester hours in each of the three major areas of learning:

Social and Behavioral Sciences	
Economics E103 and E104	6 hours
Other courses in Social and Behavioral Sciences	6 hours
	12 hours
Arts and Humanities	
English W131	3 hours
Other courses in Arts and Humanities	9 hours
	12 hours
Science and Mathematics	12 hours
	36 hours
A minimum of 18 additional hours in one of the above areas:	18 hours

The semester hours required in each of the above areas (12 hours in two areas and 30 hours in the third area) must be distributed over at least two of the subject fields in each area.

A minimum of 30 semester hours in Labor Studies courses	30 hours

The courses completed in the associate degree concentration in Labor Studies would be included in this 30-hour requirement. In addition, the following courses are available to fulfill requirements:

ECON E447	Economics of the Labor Market	3 hours
SCS L310	Seminar in Contemporary Labor Problems	3 hours
SCS L320	Grievance Administration and Arbitration	3 hours

ECON E447	Economics of the Labor Market	3 hours
SCS L310	Seminar in Contemporary Labor Problems	3 hours
SCS L320	Grievance Administration and Arbitration	3 hours
SCS L401	Survey of Industrial Engineering Techniques	3 hours
SCS L410	Foreign Labor Movements	3 hours
SCS L450	Seminar in Collective Bargaining	3 hours
SOC S315	Sociology of Work	3 hours

Free electives:	36 hours
TOTAL HOURS REQUIRED FOR THE B.G.S. (L.S.) DEGREE PROGRAM	120 hours

Other Requirements and Limitations:

1. A minimum of 24 semester hours of the required 120 hours must be taken within the Indiana University system.

2. A minimum of 20 semester hours of course work accepted for the B.G.S. degree must be taken after the student has been admitted to the School of Continuing Studies.

3. A minimum of 30 semester hours of the required 120 hours must be taken at the upper-division level. Upper-division course work is numbered in the 300s and 400s.

4. A maximum of 21 semester hours in any subject area other than Labor Studies will be accepted toward the B.G.S. (L.S.).

A certificate in labor studies program is also available. This is a 30 semester hour program. The requirements are as follows:

Certificate in Labor Studies[14]

A minimum of 3 hours in two of the basic areas of learning and a minimum of 6 hours in the third basic area:

Social and Behavioral Sciences	3 hours
Arts and Humanities	3 hours
Science and Mathematics	3 hours
Elective in any of the above areas	3 hours
	12 hours

A minimum of 18 hours selected from the following courses

SCS L101	American Labor History	3 hours
SCS L102	Union Organization and Government	3 hours
SCS L103	Collective Bargaining	3 hours
SCS L104	Protective Labor Legislation	3 hours
SCS L201	Labor Law	3 hours
SCS L202	Union Leadership	3 hours

SCS L203	Labor and the Political System	3 hours
SCS L204	Collection and Use of Economic Data	3 hours
SCS L205	Contemporary Labor Problems	3 hours
		18 hours
TOTAL HOURS REQUIRED		30 hours

CONSORTIUM PARTICIPATION

In 1975 there was created an Indiana Council on Continuing Education. Similar in nature to such organizations in Michigan, Illinois and Iowa, the organization is unincorporated and voluntary, and it has no statutory authority. The purpose is to provide a forum through which efforts which might be unnecessarily duplicative may be avoided, but, more than that, to effect closer cooperative relationships in continuing education; conduct research; to effect better relations between public and private institutions; to communicate with the Indiana Higher Education Commission regarding cooperative arrangements; and to provide a vehicle for consideration of innovative programs.

In addition to Indiana University, Ball State University, the Independent Colleges and Universities of Indiana, Inc., Indiana State University, Indiana Vocational Technical College, Purdue University and Vincennes University are members. There are two representatives of the Higher Education Commission and each of the above institutions with branch campuses have two votes.

As in the Iowa model, Task Forces are appointed to recommend policies, plans and programs. In 1975-76 there were Task Forces on (1) Definition of Continuing Education; (2) the Continuing Education Unit; (3) Financing Part-time Students; and (4) Nontraditional Programs.

INDEPENDENT (CORRESPONDENCE) STUDY

Through the Division of Independent Study in the School of Continuing Studies, Indiana University offers 162 college level courses through correspondence study. Twenty-five to 30 new courses are being developed.

A Certificate of Accomplishment is awarded for successful completion of non-credit courses in labor journalism, hospital accounting and real estate (and for credit courses taken not-for-credit).

Indiana University will participate in the development of new courses with other C.I.C. universities through a grant from the Carnegie Corporation.

Undergraduate Credit–On Campus Degree Programs

Of the 122 hours required for baccalaureate degrees, the School of Education and the College of Arts and Sciences will accept 18 hours of applicable credit earned through correspondence study. The School of Business will accept up to 60 hours.

Exceptions can be made through a petition process (a prisoner, for example, is known to have had 70 hours applied).

Undergraduate Credit–School of Continuing Studies–A.G.S. and B.G.S. Degrees

Any amount of applicable credit may be earned through correspondence study by students in pursuit of School of Continuing Studies external degrees.

Graduate Credit

Correspondence study credit is not accepted toward master's degrees.

Correspondence Study Transfer Credit–On Campus Degree Programs

Eighteen hours of applicable correspondence study credit may be transferred if earned at accredited institutions. If the credit so earned is not indicated as "correspondence study" any amount would be accepted as if it were otherwise earned.

Correspondence Study Transfer Credit–School of Continuing Studies–B.G.S. and A.G.S. Degrees

For the B.G.S. degree the School requires that 24 of the 120 semester hours needed for the degree be earned within the university system. Ninety-six may be transferred and may be earned through correspondence study at accredited institutions. Twelve of the 30 hours required for the A.G.S. must be earned in the system, and 18 may be transferred and be correspondence study credit from an accredited institution. In both cases, of course, the credit must be applicable to the degree program pursued by the student.

Faculty Involvement

All courses are prepared and administered by members of the faculty and all are regular catalog listings of the university. All courses are regularly up-dated. Faculty members are compensated on a fee-per-lesson basis with compensation totaling $12.00 per credit hour, regardless of the number of lessons.

Indiana University

Correspondence Study and Admission to the University

In the 1973 *C.I.C. Study of the Nontraditional Student* it was reported that only the University of Wisconsin allowed students denied admission to the university to demonstrate their ability to do college level work through correspondence study.[15]

Indiana University now follows this practice and reconsiders such students on the basis of grades achieved.

Students Regularly Enrolled and Correspondence Study—Bloomington

In 1975-76 there were approximately 850 on-campus degree candidates enrolled in correspondence study courses. Students carrying at least 12 hours may add up to five hours through correspondence study and the cost is included in their on-campus tuition. After the formal deadline for dropping and adding courses the student must pay $21 per credit hour for such courses. Permission, in any case, is required of the dean of the school, college or division in which the student is enrolled prior to signing for such courses.

Tutor Service

No special instructional services are provided groups of students enrolled in independent study courses, but those enrolled in citizenship courses are encouraged to study in groups and with a knowledgeable person as a mentor.

Telephone Service

A wide area telephone service line is available for use by independent (correspondence) study enrollees from within the state of Indiana. They may confer with their instructors on pre-arranged time schedules.

College Credit Applied Toward High School Graduation

Indiana high school students may, with the permission of their principal, counselor or superintendent, take college courses through correspondence and apply the credit toward high school graduation. They may also, with the same permission, take courses for college credit to be "held in escrow" and applied as degree credit upon admission to Indiana University (or elsewhere if the admitting institution has such a policy).

Counseling Services

Students and prospective students in correspondence study may call the Independent Study Division for academic advising, and they may also be advised (by appointment) by the University Counseling Centers on the campuses.

INDEPENDENT STUDY OTHER THAN CORRESPONDENCE STUDY

For regularly enrolled students there are a number of ways in which credit may be earned through independent study. Three to nine hours may be earned in courses listed as "readings courses," "independent study off-campus," "field experiences in selected topics" or in certain -400 level courses. Adult part-time students who qualified to do so (on the basis of prior academic work or experience) could, with the permission of a faculty member willing to work with her or him, enroll for such work. There is no stated policy regarding this matter, and the student would have to take the initiative in arranging such enrollment.

Independent Learning Program—Bloomington

The following is taken from the 1976-77 College of Arts and Sciences Bulletin:

> The Independent Learning Program is one which will enable students to develop a pattern of inquiry outside existing departmental and interdepartmental programs. The ILP student is free from regular departmental or College requirements for graduation and is instead encouraged to develop a unique academic program tailor-made to his intellectual concerns and abilities. Independent Learning is intended for students who, with the collaboration of a faculty adviser, wish to pursue a particular cross-disciplinary interest, usually by means of a combination of regular courses and independent and self-directed work. It provides students greater flexibility and more opportunity to be creative than the usual A.B. program. It is open to all students and thus is not tied to specific academic performance criteria, standardized test scores, etc. It serves as an alternative to a departmental or interdepartmental major.
>
> Independent Learning is administered by a faculty-student committee which is responsible 1) for granting admission to the program; 2) for reviewing individual student programs once under way; 3) for evaluating a thesis or project; and 4) for the final oral review. The Independent Learning Program Faculty Committee will recommend students for the A.B. degree.
>
> It must be emphasized as strongly as possible that, though requiring self-direction, Independent Learning is a program that leads to the A.B. degree and thus must be consonant with the spirit of liberal education and must represent a scope and intensity of work comparable to the other liberal arts degrees. The Independent Learning Program is envisaged as a coherent undergraduate program of inquiry. Thus it excludes both random patterns and single-minded, narrow specialization; excluded also are proposals for independent learning which essentially duplicate existing departmental and interdepartmental programs or which depart from these programs only to a minor degree.
>
> Thus, the ILP is designed for the self-motivated and self-disciplined student, who is encouraged to maximize on individual terms his personal and intellectual growth. Sometimes it fits the needs of the student who does not perform particularly well in structured programs and instruction; it may well serve the interests of a particularly brilliant or imaginative student. It is not, however, an "honors" program but is open to all students who will benefit from being freed from convention for the sake of intellectual development and productivity.
>
> The Independent Learning Program is normally open to students beginning with the sophomore year, but students wanting to enter the program at the beginning of the second semester of their freshman year or at the beginning of the senior year are not necessarily excluded. Enrollment in a special readings course (COAS I350 or I360) or some other independent reading work approved by the ILP office is required as a preliminary to

> applying to the program. Permission slips for I350 or I360 may be obtained in the Independent Learning Program office. Enrollment in this readings course does not imply admission to the program. During the course of I350 or I360 the student, with the help of his tutor, formalizes an application. Formal application for admission to the Independent Learning Program is submitted by the student at the end of the I350 or I360 course. It is the responsibility of the student to identify an area of inquiry and to interest a faculty member or members in directing him in shaping the proposal to be submitted to the Independent Learning Program Committee and in supervising, assisting, and reviewing the student's work as it progresses. Independent Learning demands close and continuous interaction between student and faculty and should be entered into only with a clear understanding of the range of responsibilities involved. A faculty member may serve as the student's adviser and/or as his tutor in supervised readings, investigation, research, etc., throughout the program.
>
> The proposal brought before the Independent Learning Program by the student and his adviser should be built around the four components of the independent learning pattern: an acceptable program of study, a concentration, a senior project or thesis, and a final oral review. The Independent Learning Program Committee will schedule a conference with the student and his adviser and will discuss the proposed program with them. If necessary, the Committee will seek advice about a proposed program from faculty referees within the University who know the student and/or can speak about the nature and quality of the proposed program. The Committee will then decide to accept the program with or without change or to reject it.
>
> The Independent Learning Program is not conceived as an honors program and thus does not impinge on or duplicate the work of the Honors Division or of existing honors programs. As far as the Honors Division is concerned, the Independent Learning Program can only profit from the Division's program of identifying high-potential freshmen and sophomores, for some of whom independent learning might be suitable.[16]

An adult part-time student who wished to pursue such a degree program first would have to complete 26 hours in the University Division (the division-of-entry for most freshman students) and be admitted to the College of Arts and Sciences. This is a tutorial-kind of program, and it would require full-time attention of any student once admitted. There were 25-30 students enrolled in the ILP program in 1975-76.

OFF CAMPUS CLASSES

Indiana University—Bloomington offered 41 off-campus classes for credit in 1975-76, and these were primarily at the graduate level education and health, physical education and recreation courses. The total enrollments numbered 719.

The system that is Indiana University started from the Bloomington campus and expanded through off-campus extension centers. Through the eight campuses of the system as it had developed in 1976-77, the citizens of Indiana have a number of opportunities for associate and bachelor degree achievement. Continuing education classes for credit in 1975-76 recorded a total of 6,260 off-campus class enrollments (a 400 percent increase over 1970-71). These are supplementary class opportunities that are in addition to day-time and late afternoon on-campus classes. The state does not have a community college system, and the state universities, through joint and cooperative arrangements have made higher education broadly accessible.

Graduate Credit—Off-Campus Classes

With special permission of the department concerned, a limited number of hours earned in off-campus classes may be applied toward master's degrees.

EVENING AND SATURDAY CLASSES

Evening Classes—Bloomington

While many of the campuses offer some courses in evening hours, the Bloomington campus, through the School of Continuing Studies, provides a kind of model that is unusual when compared with such efforts at other C.I.C. universities.

In 1975-76 there were 6,126 registrations, and of this number 950 were part-time, *i. e.* not regularly enrolled resident campus students.

It is anticipated that "A student should be able to complete at least two years of an undergraduate program by 1977-78 solely through part-time enrollment in the evening." [17]

Evening classes are divided into two types. First there are those that are provided as regular on-campus classes or sections. This type represents a kind of over-flow from the daytime schedule. In the second category are classes sponsored by the School of Continuing Studies. For these, persons other than regularly enrolled daytime students are permitted to register first, and, if there is room for them, the daytime students then register. Classes are open to any high school graduates, and any mature individual may register without applying for regular admission to the university. About one-fifth of the classes are of this second type. In a sense these are "on-campus off-campus classes."

Faculty teaching in the first category of classes do so as a part of regular teaching load. Those in the second category are primarily advanced doctoral candidates approved by the department heads, and these are paid on an over-load basis at the rate of $1,050 for a three hour course. All courses in both categories are regular catalog listings.

All fees collected go into the university general fund, and the budget provides for part-time instructional payments.

Saturday Classes

The university does not have a Saturday class program especially designed for the part-time student.

Week-end College—IUPUI

In the fall of 1976 some 24 credit courses were offered on a Saturday-Sunday, Saturday only, or Sunday only schedule by the Division of Continuing Studies of the School of Continuing Studies on the Indianapolis campus. Five IUPUI schools and colleges participated. Both graduate and undergraduate courses were offered. No complete degree programs are available through this vehicle, but credit earned is applicable to both on-campus and external degrees.

ACCELERATED OR "MINI-COURSES"

Except for summer session classes, which are offered in periods of time that are less than a semester in duration, there are no credit courses offered especially for part-time students in a shorter time frame.

AUTO-TUTORIAL APPROACHES

On the various campuses, "packages" of materials and instructional media through which students move through course materials largely at their own pace and with little or no direct supervision have been used in a number of courses open to the part-time student. Independent (correspondence) study courses have been augmented by the use of audio-cassettes and the telephone, but no attempt has been made to equip classrooms or laboratories at sites away from the campuses with multi-media materials through which the student is directed step-by-step in the learning experience.

COMPUTER-ASSISTED INSTRUCTION

There are some on-campus courses for credit which employ the computer as the sole means of instruction at Bloomington. The Fort Wayne, Indianapolis and Bloomington campuses have PLATO terminals. (See **PLATO**, Appendix II, University of Illinois, above.)

The computer is used as an augmenting resource in independent study courses in computer science.

COOPERATIVE EDUCATION PROGRAMS

Professional Practice Program—Bloomington

According to the 1976-77 Bulletin of the College of Arts and Sciences (Bloomington):

> The Professional Practice Program is a selective career development opportunity for the professionally concerned student. The Program is based upon the concept that the synthesis of academic preparation and professional

work experience yields important benefits for the student, the employer, and the University. In recognition of the value of supervised professional work experience, academic credit may be earned for successful participation in the Professional Practice Program.

A Professional Practice assignment is a full-time work experience related to the student's occupational interests. In most cases, a student would be off campus for a one-semester work experience, but in some instances a student might be involved in two or more work experiences. Regardless, a cumulative total of not more than six semester hours' credit may be applied toward the minimum degree requirements of the College of Arts and Sciences.[18]

TAPE CASSETTE COURSES

Many credit courses offered through correspondence study are augmented by audio cassettes. One course is offered entirely by this means.

RADIO COURSES

In 1975-76 the South Bend campus offered one credit course through radio. It is anticipated that more radio courses will be offered in the future by campuses throughout the system.

TELEVISION COURSES

From three campuses of the Indiana University system (Indianapolis, Kokomo, and I.U. East at Richmond) credit courses are available to the part-time student through television. The Indianapolis and Kokomo offerings are available through public television facilities and the Richmond campus is connected to a local CATV system.

The Bloomington campus will be offering credit courses over its channel, although courses now are presented only through closed circuit television on campus.

The university participates in the Indiana Higher Education Telecommunications System (IHETS). Others in the system are Indiana Vocational and Technical School, Purdue University, Ball State University, Indiana State University, Vincennes University and private schools. Created by law in 1967, the system sets up a "multi-purpose, multi-media, closed circuit state-wide telecommunications network" served by common carriers subject to the jurisdiction of the Public Service Commission of Indiana. The system interconnects the state universities and their regional campuses and serves a statewide Medical Education Plan for education and continuing education in the health professions (separately also authorized by statute). The IHETS system is supervised and controlled by a board which is representative of the governing boards of the universities (each university has one representative on the coordinating council).

Indiana University

Through the IHETS system Indiana University--Bloomington is connected to all the campuses in the Indiana University system as well as all the campuses of the other state universities in the system, and 60 percent of the programming originates in the Indiana University system.

Apart from the classrooms on the campuses that have receiving and sending equipment, private citizens cannot receive programs through their home receivers. Local cable service is provided in Lafayette, and as noted above, in Richmond.

Students who wish to enroll in courses for credit on the campuses may do so as part-time students.

The system is used for both credit and non-credit course offerings. In 1975-76 there were 25,322 students served and 46 percent were in credit courses.

The potential use of CATV systems in conjunction with this statewide closed circuit system is very great, and it is further magnified in terms of potential use if community 2500 Megahertz systems and CATV were to be provided to serve communities that do not now have university branches. Indiana citizens would then have available, in their own homes, credit and non-credit offerings originating throughout their public universities (and potentially available on a large number of television channels).

NEWSPAPER COURSES

In 1975-76 and in 1976-77 the Kokomo campus offered courses by newspaper.

ELECTROWRITER COURSES

Indiana University does not employ the Victor Electrowriter as a vehicle for credit courses. It does not own or lease such equipment for this purpose.

NOTES

1. See Robert F. Ray, *University Credit and Degree-Earning Opportunities for Adults,* Report No. 1, *The C.I.C. Study of the Non-Traditional Student* (Iowa City: Division of Extension and University Services, The University of Iowa, 1973), pp. 66-68.

2. Indiana University *Bulletin,* Vol. LXXVIII, No. 30, *School of Continuing Studies Bulletin,* 1976-77, pp. 13-15.

3. *Ibid.*, p. 15.

4. Indiana University *Bulletin*, Vol. LXXII, No. 27, *Advanced Credit, Placement, and Exemption Opportunities for Entering Students*, 1974, p. 13.

5. *School of Continuing Studies Bulletin*, *op. cit.*, pp. 29-30.

6. *Ibid.*, pp. 25-26.

7. *Ibid.*, pp. 18-19.

8. *Ibid.*, p. 30.

9. *Ibid.*, p. 31.

10. *Ibid.*, p. 20.

11. *Ibid.*, pp. 20-21.

12. *Ibid.*, pp. 22-23.

13. *Ibid.*, pp. 22-23.

14. *Ibid.*, pp. 24-25.

15. Ray, *op. cit.*, p. 204.

16. Indiana University *Bulletin*, Vol. LXXIII, No. 29, *College of Arts and Sciences*, 1976-77, pp. 26-27.

17. "A Preliminary Long-Range Plan—1973-1984," Division of Continuing Education, Indiana University, 1973 (unpublished), p. 34.

18. *College of Arts and Sciences Bulletin*, *op. cit.*, p. 27.

Appendix IV

UNIVERSITY OF IOWA

INTRODUCTION

The University of Iowa is located in Iowa City. The university is governed by the board of regents. The board also has jurisdiction over Iowa State University at Ames and the University of Northern Iowa at Cedar Falls.

The central administration of the University of Iowa consists of a president and six vice presidents, one of whom is the vice president for academic affairs.

Continuing education and extension responsibilities are chiefly vested in the Division of Continuing Education, and the dean of the division is responsible to the vice president for academic affairs. There are joint appointments with most of the college units and the division. The joint appointees have responsibilities for leadership in continuing professional education in the health sciences and business.

Opportunities for adults to earn postsecondary credit and degrees in Iowa are extensive. The state supports a system of Area Schools (community colleges) providing associate degrees. These institutions are within driving distance of most citizens. One private university and more than 20 private baccalaureate level institutions are also located in Iowa. A voluntary association known as the Iowa Coordinating Committee for Continuing Education provides a vehicle through which efforts are made to avoid unnecessary duplication and to provide coordinated efforts in continuing education.

While this study is devoted to credit-earning opportunities, many adults find their educational objectives best served through programs that do not provide credit.

In 1975-76 there were 35,600 registrations in noncredit conferences, institutes and workshops and 517 registrations for such offerings for credit—a total of 36,117. Registrations for these offerings reflect about a 33 percent increase over similar activities in 1970-71.

Total registrations in credit-bearing courses offered through off-campus classes, Saturday and evening classes and independent (correspondence) study were 9,848—almost double the 1970-71 registrations.

The on-campus enrollment of the university in 1975-76 was 22,393. The enrollment consisted of 17,744 full-time students (12,451 undergraduates and 5,293 graduate and professional students) and 4,649 part-time students (2,229 undergraduates carrying fewer than 12 semester hours and 2,420 graduate and professional students carrying fewer than nine semester hours).

The Cooperative Extension Service in Iowa is centered at Iowa State University and its activities are not considered in this study.

Overall expenditures for extension and continuing education activities at the University of Iowa in 1975-76 were $5,466,919. Of this amount $1,676,120 was provided through state appropriations and $177, 097 was provided through federal and other grants. The remainder was made up in fees charged students enrolled and other earnings.

RESIDENCY REQUIREMENTS

Bachelor of Liberal Studies

No on-campus residency is required for the bachelor of liberal studies degree. The student must complete 30 semester hours in University of Iowa courses if the degree is to be achieved from the university, and 15 additional semester hours from the University of Iowa and/or the University of Northern Iowa and Iowa State University following admission to candidacy for the degree. (See **EXTERNAL DEGREES** below.)

Bachelor's Degrees Other Than Bachelor of Liberal Studies

Of the 124 hours required for a bachelor's degree, students must earn the last 30 semester hours, or 45 of the last 60 semester hours, or any 90 semester hours in residence at the University of Iowa. Credit earned in courses taught by members of the University of Iowa faculty in off-campus classes and Saturday and evening classes counts as resident credit in meeting these requirements. Thirty hours of correspondence study may be applied, but it may not be used to satisfy the residency requirements.

Students who wish to enter a University of Iowa professional college in pursuit of a bachelor's degree must complete 30 semester hours in residence prior to transfer from the College of Liberal Arts to the professional college.

Master's Degrees

Of the 30 semester hours required for most master's degrees, 24 hours must be earned under the supervision of the university, and eight hours must be taken in on-campus courses "except for those departmental programs which insure sufficient interaction between the students and the graduate faculty and have received approval from the Graduate Council and the Dean of the Graduate College for reduction of this on-campus requirement."[1]

The 24 semester hour and the eight semester hour requirements apply to programs for the master's degree even though the degree program may require 30, 36, 45, 48 or 50 hours for completion. In meeting the 24 hour requirement, with the permission of the department, a student may earn credit for off-campus work by:

1. doing research under the direction of the graduate faculty of the university;
2. doing field work as a part of his course work;
3. taking courses through extension taught by members of the graduate faculty;
4. by taking courses which would provide graduate residence credit from Iowa State University or University of Northern Iowa (these are the other two universities governed by the State Board of Regents);
5. taking work at the Quad Cities Graduate Study Center from faculty other than faculty of the regent's universities (nine hours of such work may be counted in meeting the 24 hour requirement).
6. being a C.I.C. Traveling Scholar.

As of 1976-77 three degree programs had been approved to be offered with no on-campus course requirements. These were the master of business administration, the master of social work and the master of science in nursing (medical-surgical sub-track).

FEES

In 1970-71 three C.I.C. universities charged fees on the basis of a schedule of "ranges" into which fell the number of hours for which students registered as opposed to a per credit hour fee schedule. These were the University of Illinois, the Ohio State University and the University of Iowa.[2] In the interim the University of Iowa and the Ohio State University have adopted fee schedules on a per credit hour basis.

Undergraduate students pay fees in accordance with the following schedule.

Undergraduate Hours	Iowa Residents	Non-Residents
0-2	$ 72	
3	104	
4	136	
5	168	$ 362

University of Iowa

Undergraduate Hours	Iowa Residents	Non-Residents
6	$ 200	$ 432
7	232	502
8	264	572
9	296	642
10	328	712
11	360	782
12 and over	375	855

These fees apply to Business Administration, Engineering, Liberal Arts, Medical Technology, Nursing, Pharmacy and Physicians Assistant registrants.

Graduate students are charged in accordance with the following:

Graduate Hours	Iowa Residents	Non-Residents
0-2	$ 85	
3	128	
4	172	
5	220	$ 451
6	268	550
7	316	649
8	364	748
9 and over	429	909

Dentistry, Medicine and Law have schedules different from these, but since these programs do not involve part-time students, they are not included here.

The fee for correspondence study courses is $22 per credit hour.

The fee for off-campus classes is $36 per credit hour.

Saturday and evening course fees are assessed in accordance with the above undergraduate and graduate schedules.

STUDENT CLASSIFICATIONS AND APPLICATION OF CREDIT TOWARD DEGREES

Undergraduate Non-Degree Student (On-Campus)

A person who meets the prerequisites for a course or courses in which he wishes to enroll and who has not been admitted to a degree program is classified as a non-degree student. Non-degree students who are undergraduate students may take up to 19 hours per semester and they pay tuition in accordance with the fee schedules. Work taken as a non-degree student may or may not later apply toward a degree depending upon the degree program requirements when the student is admitted to degree candidacy. When a non-degree student has acquired 30 hours of credit the record is reviewed by the liberal arts advisory office, and she or he may then be allowed to continue in this status, be denied further admission or be encouraged to become regularly enrolled as a degree candidate.

A person who has a bachelor's degree and wishes to take further undergraduate courses is also classified as a non-degree student. Such student's records are also subject to the 30 hour review.

Extension Student

This classification applies to students not admitted as regular undergraduate or graduate students and who are enrolled in off-campus classes or Saturday and evening classes. Any person may enroll for such courses if she or he meets the course prerequisites. Such work, graduate or undergraduate, may or may not count (depending on the program) when and if the student is admitted as a regular student.

Regular Student–Graduate

This classification is given students who have met the minimum requirements for admission and who have been accepted by a department or inter-departmental degree program for work toward a graduate degree or certificate or professional improvement.

Graduate Special Non-Degree Students (On-Campus)

Persons who have bachelor's degrees and wish to register for graduate level courses may register for no more than two courses per semester. These students are not degree candidates. They must have acquired at least a 2.3 (4.00 = A) undergraduate grade point average. These students are not eligible for degrees unless and until they are admitted as "regular" students to degree programs (*i.e.*, met the requirements for admission and have been accepted by a department as degree candidates). Each registration of special graduate students requires permission of the admissions office of the Graduate college.

Conditional Graduate Student (On-Campus)

A person who does not meet the admissions requirements to regular graduate student status may be admitted in conditional status to meet deficiencies, demonstrate competency or meet prerequisites. Such students must achieve a grade point average of 2.5 with two sessions of registration and be accepted by a department as a degree candidate or they are dropped.

Summer Session Graduate Student (On-Campus)

Students with bachelor's degrees and at least a 2.3 grade point average may register for not more than one summer session without being accepted by the Graduate College and a department as regular students.

Regents' Universities Interchange Program—"Traveling Scholar"

In April of 1972 the vice presidents for academic affairs of the three regents' universities in Iowa presented the following as a proposal to the board of regents:

> Since tuition and fees at the three Regent's universities are so nearly comparable, and since the three universities cooperate so regularly and effectively on a variety of academic and other programs, it should be possible to establish a formal "traveling scholars" program following the models of CIC, MASUA, and other states in order to enjoy the benefits of such a program. It is desirable, however, to publicize to students at the three universities the opportunities which exist for specialized supplements to both undergraduate and graduate programs at the other universities and to provide some mechanism for facilitating the interchange of students who desire specialized work for a limited amount of time. The objective is to anticipate and to ease the problems for students who wish to spend a quarter, semester, summer session, or a year at another Regents' university while making regular progress towards a degree at their home university. Problems which may develop include academic advising, housing, financial aid and employment, and possibly many others. In some cases (e.g. instruction in foreign languages) the real utility of the concept may be dependent on the development of intensive courses which condense work ordinarily spread over two or more years into much shorter periods of time.
>
> These preliminary assumptions are in order:
>
> 1. Both undergraduate and graduate students would be eligible.
>
> 2. General transfer of credit is already arranged; specific applicability of work to a degree program would have to be cleared in advance with the degree advisor on the home campus.
>
> 3. Dormitory contracts should be terminable or interruptible for this purpose.[3]

The regents approved the proposal and general policies were developed by an interinstitutional committee. Under this program:

1. The host university assumes no advisory responsibility for the application of credit to the student's degree program.

2. Exchange may be approved for a maximum of two semesters (3 quarters).

3. The student will pay fees in effect at the host university unless the student is enrolled for part-time credit at two regents' universities at the sametime. In this instance, the student will pay fees at both universities in accordance with each schools fee schedule except that if a student is paying full fees at one university he would pay nothing at the other.

4. A student who later wishes to make the host university his home university must file the usual application for admission to a future session and submit all supporting documents and admission fee.

5. The host university will accept the residence classification signified by the home university.

6. No application fee, medical examination, or special academic examination is required.

7. Students desiring to live in university housing must request the proper housing contract form from the host university.

8. To insure complete processing in time for normal registration, this application[4] should be in the hands of the host admission officer at least three weeks prior to the beginning of classes.

Application of Undergraduate Credit Earned Through Off-Campus Classes, Saturday and Evening Classes and Correspondence Study

Credit earned in off-campus classes and Saturday or evening classes taught by members of the university faculty counts as residence credit for students admitted to baccalaureate degree candidacy, *i.e.,* it may be applied in meeting the last 30 semester hours degree requirement or the 45 of the last 60 semester hours degree requirement or the any 90 semester hours degree requirement.

Credit earned through correspondence study in an amount up to 30 semester hours may be applied toward bachelor's degrees other than the bachelor of liberal studies degree. Such credit may not be used to meet the options of either the last 30 semester hours degree requirement; 45 of the last 60 semester hours degree requirement; or the any 90 semester hours degree requirement for degrees other than the bachelor of liberal studies degree. Such credit may be applied, if appropriate to the student's program, without limit in meeting the bachelor of liberal studies requirements.

Application to Master's Degrees of Graduate Credit Earned Through Off-Campus Classes, Saturday and Evening Classes and Correspondence Study

Credit for courses taken through off-campus classes may not be applied to the eight hour on-campus course requirement, except for the master of business administration, master of social work and master of science in nursing degree programs which have been allowed to waive the eight hour requirement. Such credit may be applied to the 24 hour requirement for master's degrees.

Credit earned in Saturday and evening classes may be applied to both the 24 hour requirement and the eight hour requirement.

Nine hours of credit earned in correspondence study may be applied in master's degree programs, but it may not be used in meeting the eight hour campus residency requirement.

COUNSELING AND ADVISING

Adult part-time students enrolled in off-campus classes, Saturday and evening classes and in correspondence study are provided counseling and advisory services through joint arrangements with the university's counseling services. Three persons are employed on a half-time basis for this work in Iowa City and a part-time academic counselor/mentor is available to students and prospective students in Council Bluffs.

The Division of Continuing Education provides wide area telephone service which is available for students to call instructors on an appointment-to-call basis and to arrange for counseling and advising services.

The Career Services and Placement Center has published a *Guide to Careers by Major at the University of Iowa.*

The university's admissions office will provide a general evaluation of prior college work for persons not yet admitted, and there is no charge for such evaluations. Persons enrolled in credit offerings of the Division of Continuing Education have available to them the university's educational, vocational and personal counseling services without cost.

Undergraduate non-degree students' records are reviewed by the advisory offices of the colleges when the student has acquired 30 hours of credit, and students are invited to discuss their records and future plans.

SPECIAL CLIENTELE PROGRAMS

There are no specially planned degree programs for identifiable clientele groups such as prisoners, the disadvantaged or ethnic groups.

The Saturday and evening class program came into being with a primary objective to serve the needs of women in continuing education, and the program has given impetus to the development of a number of new courses for credit in Women's Studies. The director of the program provides opportunities for women to discuss their educational objectives and directs them to appropriate university offices for further assistance. Such services, available to both men and women, have been much in demand as the program has grown.

The Rehabilitation Education and Services Branch of the Iowa State Department of Public Instruction pays fees for qualified students in the credit course programs of the Division of Continuing Education.

CONTINUING EDUCATION UNITS (CEU)

The University of Iowa awards CEUs for non-credit offerings. In 1975-76 there were 17,114.4 CEUs awarded, representing 171,144 hours of instruction.

ASSOCIATE DEGREE PROGRAMS

The University of Iowa does not offer associate degree programs.

CREDIT BY EXAMINATION–GENERAL UNDERGRADUATE POLICY

A student may earn up to 32 semester hours of credit in the general education program of the College of Liberal Arts through the College Level Examination Program (CLEP) and credit awarded for scores of three, four or five on the College Entrance Examination Board Advanced Placement (CEEB-AP) examinations. In addition 16 hours may be earned through departmental examinations in meeting the requirements of the student's major field of study. Thus it is possible for some students to earn 48 semester hours of credit by examination.

Validation of Credit by Examination–College of Liberal Arts–Admissions Office

At the University of Iowa, validation of credit is a procedure to evaluate students' performance in non-accredited learning situations, to determine whether academic credit should be recommended and accepted by the university.

The validation procedure is designed for degree-seeking students who complete coursework or participate in programs and activities in non-accredited U.S. institutions, in formal non-academic programs, and in foreign institutions and programs which do not qualify as higher educational institutions.

The usual method by which the university validates such programs and courses for academic credit is through formal examinations.

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The following guidelines have been approved for this validation process:

1. The coursework or activity must have taken place within the framework of a structured program as distinguished from the non-traditional and/or life experience kind of activity.

2. A currently enrolled University of Iowa student should submit a request for the validation of credit option to the director of admissions, prior to undertaking the program, so that she or he can be advised of the validation requirements and procedures upon return to the university. New freshmen or transfer students or former University of Iowa students may also avail themselves of the validation option.

3. The coursework, program or activity under consideration for validated university credit must have produced transcripts of credit or official documents which can be interpreted as academic records or transcripts, which are to be submitted to the director of admissions upon completion of the program.

4. The director of admissions prepares a validation report sheet for each course or segment of the program for which the student seeks credit, and forwards it to the appropriate academic dean along with a copy of the transcript (3. above) and copies of the current Iowa record and/or previous university and high school records.

5. The collegiate dean, in concert with the appropriate department head, selects a member from the departmental faculty who evaluates the course or instructional program.

6. The faculty member determines the appropriate method to evaluate a specific course. While formal examination is the recommended procedure, there may be alternative means.

7. The faculty member then returns the validation report with his or her recommendation to the director of admissions through the department head and the collegiate dean who indicate their approval by countersigning the recommendation.

8. When academic credit is recommended, the director of admissions prepares an Advanced Standing or Supplementary Report on behalf of the student and instructs the registrar to enter the information on the student's permanent record.

9. Regular university appeal proceedings may be available.

In validating the credit, the faculty member is concerned with the following four matters:

1. whether the coursework, activity or program is of an academic nature;

2. the academic level (junior college, senior college, graduate college) to which the coursework compares;

3. the competency of the student in the subject matter at the academic level indicated;

4. the number of semester hours credit to be recommended for appropriate satisfactory work and/or for successful completion of the University of Iowa validation examinations(s).

Validation is governed by the following:

1. The option for validation will be possible only after a student is actively registered at the university and it will be completed during the first semester after validation has been requested (and/or during a reasonable period of time).

2. Validation will be available for subjects considered to have an academic quality and which are normally offered by the University of Iowa at the appropriate level or by other standard U.S. universities and for which transfer is allotted.

3. Technical, linguistic or ethnic reasons may make it impossible for a faculty member of the university to validate certain kinds of credit. In such cases, the director of admissions may seek advice or counsel from outside the university.

Credits awarded through the validation process:

1. are nonresident credit;

2. are nongraded credit;

3. are placed on the student's permanent record after he has completed 12 semester hours of academic work at the University of Iowa;

4. are accepted toward core and major requirements on the same bases as other transfer courses;

5. are subject to the same regulations governing duplication and regression as any other transfer courses;

6. may allow up to 32 semester hours credit toward graduation requirements;

7. may be in addition to the 32 semester hours maximum credit available through the university's other credit by exam procedures, such as CLEP:

8. are subject to a fee of $20 for each examination.

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COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The CLEP policies in the College of Liberal Arts allow a student to fulfill core requirements and earn elective credit by examination. However, if college coursework which a student has enrolled in or completed duplicates the CLEP examination, exemption with credit will not be awarded; in some cases exemption without credit can be gained.

I. Based on national norms, the cutting scores are:

General Examination subtests:

65th percentile - 4 semester hours exemption only.
80 th percentile - 4 semester hours exemption with credit.

Subject Examinations:

50th percentile - 4 semester hours exemption with credit.
(If required, as with the three Literature Subject Examinations, the essay must be passed to earn credit.)

II. CLEP General Examinations evaluated for credit at the University of Iowa:

HUMANITIES

Fine Arts subscore applies to Historical-Cultural core.
Literature subscore applies to Literature core.

NATURAL SCIENCE

Biological Science subscore applies to Natural Science core.
Physical Science subscore applies to Natural Science core.

SOCIAL SCIENCES - HISTORY

Social Sciences subscore applies to Social Science core.
History subscore applies to Historical-Cultural core.

III. CLEP Subject Examinations evaluated for credit at the University of Iowa:

ANALYSIS AND INTERPRETATION OF LITERATURE (with essay)
Applies to Literature core only.

AMERICAN LITERATURE (with ENGLISH LITERATURE essay)

Applies to Literature core only.

ENGLISH LITERATURE (with essay)

Applies to Literature core only.

AMERICAN GOVERNMENT

Applies to Social Science core or elective credit.

EDUCATIONAL PSYCHOLOGY AND MEASUREMENT (3 semester hours)

GENERAL PSYCHOLOGY

Applies to Social Science core or elective credit

INTRODUCTORY SOCIOLOGY

Applies to Social Science core or elective credit (passing score of 55).

GENERAL CHEMISTRY

Applies to Natural Science core or elective credit.

GEOLOGY

Applies to Natural Science core or elective credit.

CALCULUS WITH ANALYTIC GEOMETRY

Applies to elective credit.

STATISTICS

Applies to elective credit.

IV: For each month, the cost of the examinations for any combination of General and Subject Examinations is:

One $20; two $30; three, four, or five $40; six $60; seven $70; eight or nine $80; essay $7.50.

A student may not earn credit, but possibly can earn exemption, if he or she has taken or is enrolled in a course in the same area covered by the examination. (*E.g.,* a student who has taken or is enrolled in his or her first historical-cultural core course, say western civilization, may not be awarded credit for the history subscore of the social sciences-history general examination. However, he or she could gain exemption without credit from the remaining four semester hours of this core requirement.)

By special arrangement with the professional college, students in business, engineering and nursing may use CLEP results toward graduation.

A student must have earned 12 semester hours of credit in residence at the University of Iowa before CLEP credit will be placed on the permanent record card.

Individuals are permitted only one attempt for each examination.

Undergraduate students majoring in art may not use credit from the fine arts subscore of the humanities general examination in meeting either major or historical-cultural core requirements.

Successful completion of the American government subject examination meets the American government part of the certification requirement for elementary and secondary teaching.

Results of CLEP examinations brought to the University of Iowa on transcripts from other institutions will be accepted by the admissions office under the same rules as other transfer credits. (If 12 semester hours or more is transferred from another institution, the CLEP scores will not be reevaluated; CLEP credits will be accepted on the other institution's evaluation.)

Only results from the above examinations are accepted for evaluation.

COLLEGE ENTRANCE EXAMINATION BOARD EXAMINATIONS (CEEB-AP)

The University of Iowa awards credit for all CEEB-AP examinations passed with scores of three, four or five. Such credit is counted within the 32 hours allowed in meeting general education (core course) requirements and the additional 16 allowed in the major field of interest that may be earned in combination with CLEP and departmental examinations.

DEPARTMENTAL EXAMINATIONS FOR CREDIT

In addition to CLEP and CEEB-AP examination credit a student may take departmental examinations in the major field of interest and earn up to 16 hours of credit. Departmental examination credit, CLEP and CEEB-AP examination credit may total up to 48 hours of the 124 semester hours requirement for bachelor's degrees.

AMERICAN COLLEGE TESTING PROGRAM (ACT) EXAMINATIONS

While ACT scores are not used as a basis for awarding credit, an ACT mathematics test score of 23 or above satisfies the College of Liberal Arts mathematics requirement, and ACT scores are used as a basis for placement in rhetoric.

ARMED SERVICES TRAINING SCHOOL COURSES

Subject only to the residency requirements for bachelor's degrees (the last 30 semester hours, 45 of the last 60 hours, or any 90 hours) there is no limit to the amount of credit that may be awarded by the University of Iowa for courses taken in armed forces training schools. The American Council on Education's *A Guide to the Evaluation of Educational Experiences in the Armed Forces* is consulted by the admissions office and credit is awarded in accordance with its recommendations.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES)

DANTES courses are accepted for credit as correspondence study from the University of Iowa or other accredited institutions and 30 hours of such credit may be applied to bachelor's degrees.

ARMY HELP FOR EDUCATION AND DEVELOPMENT (PROJECT AHEAD)

The University of Iowa participates in Project **AHEAD**. Through this program the student chooses an institution from which she or he hopes to be graduated. The selection is made prior to or during enlistment. The institution then provides advice concerning courses the student-enlistee may take during the enlistment and about the applicability of credit so earned toward the educational objective.

SERVICEMEN'S OPPORTUNITY COLLEGE (SOC)

The University of Iowa does not participate in the SOC program.

CREDIT FOR COURSES LISTED IN AMERICAN COUNCIL ON EDUCATION'S GUIDE TO EDUCATIONAL PROGRAMS IN NONCOLLEGIATE ORGANIZATIONS

The University of Iowa awards credit on the basis of recommendations of the ACE *Guide to Educational Programs in Noncollegiate Organizations;* however, no credit is awarded on the basis of either this Guide or the *Guide to the Evaluation of Experiences in the Armed Forces* recommendations regarding Military Occupation Speciality (MOS) achievement.

EXTERNAL DEGREES

Bachelor of Liberal Studies Degree

In the 1973 *C.I.C. Study of the Non-Traditional Student* a proposal to create an Iowa Commonwealth College as a joint venture of the regents universities, the private colleges and universities and the area schools (community colleges) in Iowa was described in detail.[5] The proposal suggested the creation of a campus-less degree granting institution that might award associate in liberal studies and

200

bachelor of liberal studies degrees. The proposal failed to achieve the necessary approvals to bring about its implementation. The proposal was developed by the Iowa Coordinating Committee for Continuing Education through a task force which was discharged at the June, 1973, meeting of the committee. A new task force on non-traditional degree programs was established to pursue funding for studies related to the Iowa Commonwealth College and non-traditional degree programs. In October, 1973, the group reported, "several of the institutions are anxious to develop non-traditional programs on their own but have been reluctant to proceed due to their commitment to the ICC proposal. It should be noted that Upper Iowa and Graceland have already implemented external degree programs within the state. It is recommended that institutions so inclined be encouraged to proceed with the development of such programs and that they be released from their commitment to the ICC proposal. Such institutions, however, should be strongly urged to follow the model of the ICC proposal as closely as possible to enhance the possibility of implementing the phases that follow."[6]

In June, 1975, the State Extension and Continuing Education Council (consisting of six representatives of the regents' universities, including the deans of continuing education at the University of Iowa and the University of Northern Iowa and the dean of extension at Iowa State University) proposed the establishment of a Regents External Degree Program. This proposal called for a bachelor of liberal studies (BLS) degree to be awarded by the appropriate undergraduate college (the College of Liberal Arts at the University of Iowa) with courses to be delivered through the extension and continuing education agencies of the three state universities.

Given encouragement by the board of regents at its November, 1975, meeting each university named faculty committees to develop the program both on each campus and interinstitutionally. The board of regents supported the proposal by seeking partial funding for its implementation through the 1977 session of the Iowa legislature.

The program that has evolved as of the spring of 1977 is a "Two-Plus-Two" degree plan which recognizes the availability of the first two years of postsecondary education in the area schools and builds upon the associate degree or its equivalent.

The proposal was presented to the College of Liberal Arts faculty at the December 10, 1975, meeting. The faculty approved the following:

> This degree program is designed to serve adults who cannot attend the College as full-time, on-campus students. Credits may be earned through on-campus classes, independent study, proficiency examinations, or courses taught by radio, television, or other audio-visual technology.
>
> Students must have completed at least 62 semester hours of transferable degree credit before being admitted to the program. The College's basic-skills and core-course requirements must be satisfied unless the student has been awarded the Associate in Arts (A.A.) or Associate in Science (A.S.) degree by an accredited two-year institution of higher education.

> Of the 124 semester hours required for the degree, at least 45 must be earned in a four-year college in courses which that college defines as upper-level. In the College of Liberal Arts, for example, upper-level courses are those numbered 100 and above. A total of 45 semester hours must be completed in courses offered by the three Regents' Universities. If the degree is to be awarded by the University of Iowa, at least 30 of the semester hours completed after admission to the program must be in courses offered by the University of Iowa. Students admitted to the program shall be designated Unclassified.
>
> A grade-point average of at least 2.00 must be earned in all work offered for the degree, in all work completed after admission to the program, and in the 45 semester hours of upper-level courses. An approved area of emphasis may be pursued by the student, but this is not required.[7]

After approval by the University of Iowa College of Liberal Arts, discussions continued among representatives of the other two universities. As a result, the degree requirements at the University of Iowa were amended in April, 1977, by adding the following:

> Furthermore, at least 12 semester hours must be completed in each of three of the following divisions of the curriculum: (a) humanities (b) communication and arts (c) natural and mathematical sciences (d) social sciences and (e) professional fields *e.g.* business, home economics, education. Of these 36 hours, at least 24 must be upper-level courses, with a minimum of six semester hours of upper-level credits in each of the three areas chosen. (Note: These distribution requirements are in addition to the general education requirements which must be met prior to admission to the program.)[8]

The program has also been approved by the appropriate college faculties of the University of Northern Iowa and Iowa State University and was to be presented to the regents for formal approval during 1977.

When approved, the degree program will rely on the extension and continuing education units for delivery of courses. Academic policies and program development will be in the hands of faculty committees on each campus and an interinstitutional BLS policies committee.

Credit toward the degree, earned in accordance with the requirements stipulated above, may be earned by the student in whatever manner credit courses are offered by the three universities, including on-campus coursework, independent study, proficiency examinations, newspaper, radio, television or other audio-visual instruction.

A student may pursue the degree with or without an area of emphasis. As proposed, a student wishing to pursue an area of emphasis would complete 30 semester hours in the area. At the University of Iowa the areas of social sciences and communication arts/media have been under consideration.

The program envisions personalized counseling in depth for each student admitted. Because it is designed for adult students who, because of family or employment responsibilities, are unable to attend on a full-time basis, students ordinarily will not be enrolled for more than six hours (usually two classes). With the advice of a counselor and on the counselor's recommendation a student may be allowed to enroll for nine hours. Students who are able to carry more than nine hours will be counseled to enroll on a full-time basis in resident degree programs.

No campus residency is required.

When funding is available it is planned that an interinstitutional coordinator responsible to the State Extension and Continuing Education Council of the Board of Regents will be appointed. (See also **OFF-CAMPUS CLASSES** below.)

Master's Degrees

The master of business administration, master of social work and master of science in nursing (medical-surgical sub-track) degrees require no on-campus residency.

The Guided Self-Study Program in Engineering

Students interested in pursuing a master's degree in engineering or other work for credit may, if they meet the admissions requirements and are admitted to the Graduate College, take courses through the Guided Self-Study program of the College of Engineering.

In this program the student comes to the campus and works out his program with an instructor. The student enrolls for a course or courses and then studies at home and visits the campus again in accordance with arrangements made with the instructor. Work done is concurrent with that done by the students on the campus.

Graduate fees are paid and the credit earned counts as residence credit as if earned in on-campus enrollment. The non-degree student may register for extension credit.

In 1975-76, there were 38 students involved in the program (56 course registrations). There were 26 professors offering 34 courses from ten engineering programs.

While this is not precisely an external degree program it does provide an interesting format for independent study and professional development.

CONSORTIUM PARTICIPATION

The Quad Cities Graduate Study Center

Two C.I.C. universities, the University of Illinois—Urbana-Champaign and the University of

Iowa are members of the Quad Cities Graduate Study Center. The consortium has as its other members Augustana College, Marycrest College, Iowa State University, University of Northern Iowa, Sangamon State University, Southern Illinois University, Western Illinois University and Northern Illinois University.

The consortium is governed by a governing board consisting of representatives of the institutions and community leaders in business, industry and education.

The Center is financed by appropriations from the Iowa and Illinois legislatures. The chief administrative officer is a director and he has an associate director and a clerical staff.

Academic policies are recommended to the board by a Council of Member Institutions which, in turn, is advised by Academic Program Committees (one such committee exists for each major area of instruction leading to master's degrees.) The Quad Cities Council for Graduate Education is another arm of the center's governance and it consists of community leaders. The purpose of this agency is primarily to determine needs in the community and to represent the community's interests on the board of directors.

The objectives of the Center are to:

> Expand coordinated programs of study at the graduate level which are applicable toward degrees from the member institutions.
>
> Expand continuing education offerings for individuals who do not desire or qualify for advanced degree programs but who require updating in their professions.
>
> Determine the feasibility of generating within the Center those conditions necessary to satisfy the residence requirements of degree programs of member institutions, while maintaining the quality of education at the level obtainable on campus. Consider means of establishing resident degree programs if feasibility is established.
>
> Experiment in the pooling of institutional resources as a means of maximizing off-campus graduate programs while minimizing required contributions of individual member institutions.
>
> Seek solutions, that may be applicable elsewhere in Iowa and Illinois, to graduate education needs of population centers which are remote from established campuses.[9]

In 1975-76, there were 5,652 enrollments in courses offered by the institutions at the center. Of this number 5,377 were in credit courses. The largest number of registrations were in education, with 4,336 credit enrollments recorded. There were 351 registrations in business courses and 234 in social work.

The Graduate College of the University of Iowa allows nine hours of work taken at the center from other than university faculty members to be counted toward the 24 hour residency requirement, and it has waived both the 24 hour University of Iowa course requirement and the eight hour on-campus residency requirement for the master of business administration and master of social work degrees, and both degrees may be achieved at the center without Iowa City campus enrollment. The University of Iowa in 1975-76 was the only member of the center offering the M.B.A. degree and the M.S.W. degree (for which both the university and Marycrest College offered courses). In a number of specialty areas in education it is possible to complete all of the degree requirements except for the eight hour on-campus course requirement of the University of Iowa. (See also Appendix II, University of Illinois—Urbana-Champaign and Chicago Circle Campuses, **CONSORTIUM PARTICIPATION.**)

University of Mid-America

Two C.I.C. universities are members of the University of Mid-America—the University of Iowa and the University of Minnesota. Others in this consortium are Iowa State University, Kansas State University, the University of Kansas, the University of Missouri, the University of Nebraska, the University of South Dakota and South Dakota State University.

The consortium does not grant credit or degrees. It has as its chief purpose the following:

> To coordinate development of statewide and regional open learning systems to provide additional postsecondary educational opportunities including creation, procurement, production and distribution of open learning courses and related materials.
>
> To conduct research into open learning course development and delivery.
>
> To lend support to states and institutions in promoting public understanding of open learning, and to train educators for open learning instructional tasks.[10]

The UMA consortium is incorporated as a not for profit corporation. The trustees are the presidents of the member universities. It has been funded largely through the National Institute of Education, the National Endowment for the Humanities, and the Lilly, Ford and Clark Foundations. UMA was founded in 1974 as an outgrowth of the State University of Nebraska (SUN). The University of Iowa became a member in 1976 and the University of Minnesota joined in 1977.

Courses which extensively utilize television and are augmented by newspaper articles and other texts and media are very much of the order of the British Open University courses. Videocassettes of the broadcast materials are available at learning centers (in Iowa there are selected sites from among the facilities of the Iowa State University Cooperative Extension Service). An Iowa Coordinator for UMA is jointly appointed by the two universities, and the funds for the Iowa operations are managed by Iowa State University.

Courses are offered under the auspices of member universities (and other postsecondary institutions). The faculty for the offerings is from among the institutions (which offer them for their credit).

The priorities in course development are set with advice of an academic council which has five faculty and staff members from each member university. Other advisory panels for research and evaluation and media have been named.

There are no admission requirements and no age limits for students. Courses may be taken for credit or not for credit. The chief mission of UMA is to provide "open" learning opportunities.

In 1977-78 the University of Iowa plans to offer two UMA courses for credit. As of 1976-77 most of the courses have been at the freshman-sophomore level. As more courses are developed that are at the junior-senior level, it is anticipated they will be offered for University of Iowa and/or Iowa State University credit and be applicable to the bachelor of liberal studies degree program.

INDEPENDENT (CORRESPONDENCE) STUDY

Through the Center for Credit Programs in the Division of Continuing Education the University of Iowa offers 165 courses by correspondence. Courses are available at the undergraduate and graduate levels. No high school courses are offered; however, a General Education Development (GED) course is available for adults who wish to review fundamentals of English grammar, basic arithmetic and reading. The course fee is $25.

The University of Iowa will participate in the development of new courses with other C.I.C. universities through a grant from the Carnegie Corporation.

In 1975-76 there were 2,398 registrations for correspondence study at the university. These represented enrollments of 2,094 persons.

Undergraduate Credit

Up to 30 semester hours of credit earned through correspond[illegible] study may be applied to on-campus bachelor's degree programs. Such credit may not be used to meet residency requirements. For the bachelor of liberal studies degree from the University of Iowa there is no on-campus residency requirement, and any amount of applicable credit may be earned through correspondence study from the University of Iowa (Iowa State University does not offer credit courses through correspondence and the University of Northern Iowa offers only a few such courses).

Graduate Credit

Up to nine hours of credit toward a master's degree may be earned through correspondence study after the student has been admitted to a graduate program.

University of Iowa

Residence Credit

Correspondence study credit may not be applied in meeting the last 30 hours (or 45 of the last 60 hours or the any 90 hours) on-campus requirement for a bachelor's degree or the eight hours on-campus requirement for a master's degree.

Faculty Involvement

All correspondence study courses are regular catalog-listed courses. All are prepared by and processed by members of the teaching staff. All are reviewed at least once in every four year period. Faculty members are compensated at the rate of $12 per semester hour of credit for reading lessons and examinations. They are paid $150 per semester hour for the development of a course and for major course revisions.

Correspondence Study and Admission to the University

There are no provisions in the university regulations that allow a student denied admission to demonstrate his ability to do college work through correspondence study and then be considered for admission. Sometimes students are advised to take correspondence courses under such circumstances, but there is no established policy in this regard.

Students "Regularly Enrolled" and Correspondence Study

Students who are enrolled on the Iowa City campus may not enroll for correspondence courses except by permission of the advisory office of the college in which the student is enrolled. In 1975-76 there were approximately 45 on-campus students so enrolled.

Group Correspondence Study

Groups of persons may enroll for the same course. If credit is not desired by all members of the group the tuition fee is paid only by those who wish credit, and materials (study guides, etc.) are provided on a special reduced fee basis. If there are enough students enrolled to merit sessions with the instructor, arrangements are made.

Telephone Service

The Division of Continuing Education's Center for Credit Programs maintains a wide area telephone service and correspondence study students may, by appointment, arrange to discuss problems with their instructor.

INDEPENDENT STUDY OTHER THAN CORRESPONDENCE STUDY

Most departments make provision for students to earn credit through special project courses or special research course work. There is no limit on the number of credit hours that may be so acquired and such credit would count as residence credit applicable to the 30 hour (or 45 of the last 60 hour or the any-90-hour) requirement for bachelor's degrees.

Part-time students could undertake such work with the agreement of the instructor, and they would pay fees in accordance with the on-campus course fee schedule.

University regulations provide that any course may be offered in a format that permits the instructor to meet with students only on three or four Friday afternoons or Saturday mornings. Students are assigned independent study work and come to the campus for seminars, library work and examinations. Students enrolled in such courses may reside anywhere provided they meet the minimal on-campus attendance requirements, and they may be regularly enrolled on-campus students. Credit so earned is residence credit applicable as any other credit earned on campus. On-campus fees are charged for such work. No courses were available in this format in 1975-76.

OFF-CAMPUS CLASSES

The Division of Continuing Education provides, through the Center for Credit Programs, courses for credit at a number of sites in Iowa. In the past courses have been offered only at the graduate level, but with the advent of the bachelor of liberal studies program courses will be offered in the junior-senior level.

Courses offered are provided under one of two arrangements. Courses in education, social work, nurses' training and other disciplines are scheduled at the request of public school officials, or representatives of professional groups providing study opportunities to fulfill existing educational needs. These courses are financed by income from student tuition.

Courses in business and engineering are offered under contract with a sponsoring organization. The sponsor is responsible for paying all costs agreed upon in the contractual arrangement.

In 1975-76 there were 4,305 enrollments in off-campus classes. This compares to 1,271 in 1971-72. The fees are $36 per credit hour and this rate applies to both graduate and undergraduate courses.

Master's Degree Requirements

Students who wish to have credit earned through off-campus classes applied toward meeting the 24 hour residence requirement of master's degree work taken under the supervision of the

University of Iowa must be admitted to the Graduate College before or during the first semester in which they register for courses. If not admitted they are Extension students, and earn extension credit which may or may not apply toward a degree and which will not count in meeting the minimum 24 hour residence credit requirement or the minimum eight hour on-campus residence requirement.

In the case of those master's degree programs which require no on-campus residency, the entire master of business administration may be earned at the Quad Cities Graduate Study Center and in Cedar Rapids. The master of social work degree may be earned at the Quad Cities Graduate Study Center and in Des Moines and Sioux City. The master of science in nursing (medical-surgical subtrack) may be earned in Des Moines.

Undergraduate Degree Requirements

Off-campus courses provide credit that is applicable to all bachelor's degrees, and such credit is treated as if earned on the campus in Iowa City.

Faculty Involvement

All off-campus courses are taught by members of the teaching faculty of the university. Faculty may teach public service courses as a part of their teaching loads or on an extra compensation basis at the rate of $400 per credit hour.[11] Faculty teaching contract courses do so on the basis of negotiated arrangements within the Colleges of Business Administration and Engineering. Travel expenses and food and lodging are provided. Necessary library, audio-visual and other support services (as determined by the instructor) are provided.

Counseling Services

All counseling and advisory services are available to off-campus class students; however, most services are available only in Iowa City. (See **COUNSELING AND ADVISING** above.)

EVENING CLASSES—SATURDAY CLASSES

The University of Iowa, through the Center for Credit Programs in the Division of Continuing Education, provides an extensive Saturday and Evening Class Program. For the first time, the program was offered in the summer of 1976, as well as during the fall and spring semesters.

There were 3,137 enrollments for the entire year. Of the 2,607 enrollments in the fall and spring semesters, 2,134 were other than on-campus students (who may also take such courses). The on-campus tuition rates apply.

Faculty may teach such courses either as a part of their regular teaching loads or on an extra-compensation basis at a rate of $300 per credit hour.

As of the spring of 1977, 54 students had earned degrees while registered in the Saturday and Evening Class program. Thirty-three of these students earned master's degrees.

Credit earned for both undergraduate and master's degrees counts as resident credit and is treated as other on-campus credit.

COOPERATIVE EDUCATION PROGRAMS

The University of Iowa, through its Career Services and Placement Center, embarked upon a Cooperative Education Program in 1975. Students generally enter the program after their sophomore year. Thereafter they alternate semester-long work periods with academic studies until graduation. In some cases the students alternate half-day study periods and half-day work periods.

The program provides an opportunity for the adult who may be able to attend classes and earn credit only if it is possible also to be employed in business or industry. While cooperative education arrangements in the C.I.C. universities have been largely elected by "regular" students, the part-time student may find such programs attractive.

No credit is awarded for the work segment of the student's activity.

MULTI-MEDIA COURSES

Distance Learning Course Format

In preparation for implementation of the bachelor of liberal studies degree the various resources of the university's Division of Continuing Education are brought together as may be required by faculty in the preparation of courses for off-campus delivery. To deliver courses at off-campus sites is expensive, especially if the distances are great. At the same time the maintenance of quality is of paramount importance.

By bringing together the best procedures for classroom lecture courses, correspondence study, and media-augmented instruction it is possible to maintain quality and to reduce the number of classroom presentations at distant sites.

Through joint arrangements between the office of the vice president for academic affairs and the Division of Continuing Education professors have been given summer appointments to develop or modify courses for delivery off-campus.

While the decision concerning the number of face-to-face classroom presentations is always left to the faculty member, it is hoped that sessions may be reduced to seven or so. Materials are then prepared, including a study guide or manual, to make it possible for the student to make progress between sessions; tape cassettes are used for additional lecture and other presentations appropriate to the course. Films, filmstrips, video cassettes, bibliographic materials and other audio-visual materials are provided. The area schools (community colleges) are interconnected with a two-way audio system, and this is available to professors who may wish to present lectures. The system reaches classroom sites within driving distance of almost all Iowans. The university's radio broadcasting facilities may also be used when appropriate.

In the summer of 1976 six courses were developed, and in the summer of 1977 eight more courses will be developed. The courses developed in 1976 were tested in 1976-77 in the Council Bluffs area.

ACCELERATED OR "MINI-COURSES"

There are no courses offered regularly in a shortened time frame except during the summer session.

Courses or workshops which are of less than a semester in duration and which may be designed to meet special needs and which are credit-worthy may be offered for credit with the approval of the dean of the college concerned and the admissions office. Such courses may be offered on or off the campus and the appropriate fee schedule in either case would apply.

In 1975-76 there were 32 conferences, short-courses or workshops offered for credit and 517 registrations were recorded.

AUTO-TUTORIAL APPROACHES

There are no courses that have been especially designed for the adult part-time student which employ "packages" of materials through which the student advances largely alone and at his or her own pace. Independent (correspondence) study courses have been augmented with the use of audio-cassettes, filmstrips, and other audio-visual materials. (See **MULTI-MEDIA COURSES** above.)

COMPUTER ASSISTED INSTRUCTION

There are no courses for credit currently available for part-time students which employ the computer as the vehicle of instruction (either as the sole vehicle or as an augmenting resource).

In the health sciences, particularly in dentistry, a great deal of work has been done to program learning segments through which procedures are taught through computer assistance, but no whole courses are so available.

RADIO COURSES

Courses for credit may be offered over the university's AM broadcasting facilities. Such courses, when offered, are taught by members of the faculty on a contract basis. Credit earned counts as degree credit toward a bachelor's degree but it may not be used to meet the 30 hour (or 45 hour of the last 60 hour or the any-90-hour) residence requirements for on-campus degrees. Such credit would be applicable to the bachelor of liberal studies degree.

In July of 1977 the university's FM broadcasting station will move to full power (100,000 watts) transmission. This will greatly expand the potential listening audience, and some courses for credit may be broadcast over this new transmitter.

Correspondence courses have been devised in a format that utilizes radio for lectures in combination with study guides. Some radio courses have also been augmented with on-campus seminars.

TAPE CASSETTE COURSES

The unversity has no whole courses available on either audio or video tape cassettes. Video tape cassettes are available at learning centers for UMA course enrollees so that if the broadcasts of the materials are missed by the student they may be seen at convenient times. Audio cassettes are used to augment correspondence study courses.

TELEVISION COURSES

Through the Center for Credit Programs in the Division of Continuing Education courses for credit are offered over the Iowa Public Broadcasting Network. This broadcasting network transmits UMA courses in cooperation with the university and Iowa State University.

Courses for University of Iowa credit must be under the direction of a member of the faculty and be assigned a number with the approval of a department head and the dean of a college.

In both the spring and fall semesters of 1975 "The Ascent of Man" was offered for credit.

In the fall of 1977 two courses will be offered. These are UMA-Iowa courses.

Credit earned through television courses is applicable to the B.L.S. degree and other bachelor's degrees but may not be used to meet the residency requirements for on-campus bachelor's degrees.

NEWSPAPER COURSES

The University of Iowa regularly offers courses developed by the University of California-San Diego. Such courses are given a course number through approval procedures involving a designated instructor, the head of the department and the dean of the college concerned. Instructors meet with enrolled students at designated sites at least twice each term.

Course were offered in 1973-74, 1974-75, 1975-76 (2), 1976-77 (2), and one course each semester is to be presented in 1977-78.

Credit earned is applicable to bachelor's degrees, and, while any applicable amount is acceptable for the B.L.S. degree, such credit is not acceptable for meeting the on-campus bachelor's degree requirements.

ELECTROWRITER COURSES

The University of Iowa does not employ the Victor Electrowriter as a vehicle for off-campus courses.

NOTES

1. "Manual of Rules and Regulations of the Graduate College," The University of Iowa, 1976 edition, p. 18.

2. See Robert F. Ray, *University Credit and Degree-Earning Opportunities for Adults,* Report No. 1, *The C.I.C. Study of the Non-Traditional Student* (Iowa City: Division of Extension and University Services, The University of Iowa, 1973), p. 169.

3. Board of Regents *Minutes,* April 12-14, 1972.

4. Regents' Universities Student Exchange Program, Application Form.

5. Ray, *op. cit.,* pp. 85-92.

6. Task Force on Non-Traditional Degree Programs Memorandum to Iowa Coordinating Committee for Continuing Education, October, 1973.

7. College of Liberal Arts, Minutes of the Regular Faculty Meeting, December 10, 1975.

8. College of Liberal Arts, Minutes of the Regular Faculty Meeting, April 20, 1977, reporting action of the College of Liberal Arts Educational Policy Committee on April 5, 1977.

9. By-Laws of the Quad-Cities Graduate Study Center, unpublished, pp. 1-2.

10. Articles of Incorporation of the University of Mid-America, pp. 1-2.

11. Effective with the fall semester, 1977, compensation will be based on academic rank and distance of the course offering from the campus as follows: within 75 miles of Iowa City—professors, $480 per semester hour; associate professors, $460 per semester hour; assistant professors, $440 per semester hour; instructors, $420 per semester hour; and teaching assistants, $400 per semester hour. For courses offered at sites 75 miles and more from Iowa City, $20 per semester hour is added in each of the academic ranks.

Appendix V

UNIVERSITY OF MICHIGAN

INTRODUCTION

The main campus of the University of Michigan is in Ann Arbor. It has two other campuses, one in Dearborn and another in Flint, where entire baccalaureate degree programs are offered. There are five extension regional centers which have been designated graduate study centers. In addition to Dearborn and Flint these are located in Detroit, Saginaw and Grand Rapids.

The university is governed by an eight member publicly-elected board of regents. The president of the university is also a member of the board, ex officio. The administration consists of a president, two chancellors—one for the University of Michigan—Flint and one for the University of Michigan—Dearborn, and six vice presidents.

Credit extension and general continuing education services are provided by the University Extension Service. This agency is headed by a director who reports to the vice president for academic affairs. In 1975-76 the University Extension Service and the role of the university in continuing education generally were reviewed, and in July, 1976, the concept of a single extension service operating in various geographic areas was affirmed. In view of the status of the Dearborn and Flint campuses, it was determined that the state should, for extension purposes, be divided into three geographic areas: (1) the city limits of Dearborn; (2) the city limits of Flint; and (3) the rest of the state of Michigan. The Extension Service, having had statewide operational responsibilities, was continued and unchanged in that regard with respect to (3) above. It was further decided that the director, for purposes of programs in Dearborn and Flint, would be subject to a three person ad hoc control board consisting of the vice president for academic affairs (or the vice president's designee), the chancellor of the Dearborn campus and the chancellor of the Flint campus (or their designees). This arrangement is to be in effect for three years when it will be reviewed. At that time, the ad hoc board may be eliminated and the director would work directly with the chancellors for programs in Flint and Dearborn.

One function of the ad hoc board is to work out budgetary problems that might ensue from state funding changes, and another function is to work out operational guidelines.

Some initial guidelines were established. Credit hours accrue to the unit or units offering authorized programs (programs approved by the faculty of the unit and the board of regents). This guideline is of more than casual importance since the legislature, in 1976, agreed that students in credit extension programs should be included in enrollment counts for purposes of state appropriations.

Another guideline is that faculty resources at Flint and Dearborn will be utilized in the teaching of extension courses in their areas wherever possible, and commitments to Ann Arbor faculty are phased out over a number of years. When a course request is made and a particular faculty member is requested whose services are required to make the course viable, that faculty member may be designated for the teaching of the course. Faculty members at Dearborn and Flint (full-time appointees) teaching credit classes as part of their teaching loads are not to be regarded as teaching extension courses, regardless of whether the course is taught during the day, in the evening or on weekends. Courses offered in Flint and Dearborn for which there is no professional or organizational counterpart to Ann Arbor instructional units may be offered through the Extension Service utilizing Ann Arbor resources, and this applies to both credit and non-credit offerings. Other non-credit extension offerings in Dearborn and Flint may be offered through the Extension Service or through the regional directors for extension on the Dearborn or Flint campuses under the imprimatur of those campuses.

In presenting the proposal for the above, the associate vice president for academic affairs expressed belief the proposal would accomplish the following:

1. By forming an Ad Hoc Control Board we have further developed the concept of Extension Service as a more integral part of all three campuses in order to keep it cost efficient and minimally duplicative in effort.

2. By pointing out that student credit hours are attributed to the academic unit, or units, offering a duly authorized program, an attempt is made to distinguish clearly between instructional responsibilities and administrative activities of the Extension Service. We urge that mechanisms be found to keep both graduate level programs and administrative services cost efficient and minimally duplicative in effort.

3. The guideline conditions have been stated as presumptions for the very reason that presumptions are rebuttable, and in a new situation it is hard to lay down hard and fast guidelines. By making the Extension Director responsible to an Ad Hoc Control Board consisting of the Vice President for Academic Affairs from Ann Arbor, and the Chancellors from the other campuses, these presumptions could be rebutted in particular cases.

4. Encouraging utilization of qualified faculty members on the Flint and Dearborn campuses for credit Extension courses offered in their area is an effort to recognize the legitimate aspirations of those faculties. The conditions attached to this, however, are a recognition of some of the present realities.

5. Non-credit programs are covered by a dual option, partly because Dearborn and Flint have different reactions to non-credit programs and partly because it seems only fair that programs offered within the Extension regions in which Dearborn and Flint are located should bear the imprimatur of those campuses. At the same time the budgetary problems are minimized because there is only one Extension organization for all three campuses and it is the creature of all three.[1]

A substantial number of part-time students are enrolled on the Ann Arbor, Flint and Dearborn campuses. In the fall of 1976 there were 1,915 undergraduates enrolled for 11 or fewer credit hours, and 2,851 graduate students enrolled for eight or fewer hours at the master's degree level or five or fewer hours at the Ph.D. level. Others were served at other sites and in ways other than on-campus enrollment.

While this study is primarily concerned with credit earning opportunities and opportunities to earn degrees with regard to adult part-time students, it is to be remembered that many adults find their continuing education needs can best be met through short courses, conferences, workshops and similar offerings that are not for credit. The Higher Education General Information Survey report of the university as a whole for 1975-76 reveals that there were, in that year, 62,986 non-credit enrollments.

In courses and other activities for credit in 1975-76 the record was as follows:

470 students were enrolled in 30 independent (correspondence) study courses through Extension; and, 8,313 registrations also through Extension were recorded for degree credit work. Of that number, 7,827 registrations were for graduate level work.

The above figures do not include enrollment of part-time students in other units of the university in late afternoon and Saturday Education offerings or the M.B.A. program offered in Business, and it is probable that in credit and non-credit offerings more than 80,000 persons were involved in registrations for continuing education programs and courses.

In 1975-76, overall expenditures for the University Extension Services were $2,450,510. Of this amount $1,793,133 was provided through state appropriations and $901,301 was returned to the university's general fund through tuition receipts.

RESIDENCY REQUIREMENTS

Bachelor's Degrees

At least one-half of the credit hours required for A.B., B.S., or B.G.S. degrees must be earned "in residence." Residence credit is granted for courses taken on the Ann Arbor campus, for courses taken at off-campus sites but directed by University of Michigan faculty present on the site, and courses in the summer independent study program. At least 30 of the last 60 hours toward a degree must be earned through campus residency.

Sixty hours may be earned by any combination of advanced placement, credit by examination, extension and correspondence course work, transfer from other institutions and off-campus independent study. Ninety hours of credit may be transferred from other colleges of the University of Michigan in Ann Arbor, and 62 hours may be transferred from accredited community colleges requiring 62 hours for associate degrees.

Master's Degrees

Most master's degrees require 30 hours for completion, and of that number six hours in one term must be earned in residence at Ann Arbor. Six hours of work may be transferred from another university, and six to ten hours of credit earned as a University of Michigan graduate extension student may be applied toward master's degrees. The Graduate School of Social Work allows 14 hours to be transferred toward completion of the 54 hour Master of Social Work degree.

FEES

Undergraduate Fees—Ann Arbor

Students enrolled for 12 hours or more of work as undergraduates are considered to be full-time resident students. Michigan residents pay $464 per term if enrolled in lower division (freshman and sophomore) courses, and $526 per term if enrolled in upper division (junior and senior) courses. Non-residents who are full-time pay $1,508 per term in the lower division and $1,626 in the upper division. The above schedule applies to persons taking 12 to 18 hours of work. For registration in more than 18 hours the per credit hour rate for Michigan residents is $40 in the lower division and $44 in the upper division. Non-residents carrying more than 18 hours pay $126 per credit hour in the lower division and $136 per credit hour in the upper division.

In June, 1976, the regents approved a fee schedule that substantially reduced fees for students carrying one to 11 hours of work. Prior to the change, part-time students paid substantially higher fees than their full-time counterparts. The following presents the schedules for 1975-76 and 1976-77:

Lower Division Credit Hours	Resident 1975-76	Resident 1976-77	Non-Resident 1975-76	Non-Resident 1976-77
1	$ 92	$ 55	$ 286	$ 141
2	134	95	422	267
3	176	135	558	393
4	218	175	694	519
5	260	215	830	645
6	302	255	966	771
7	344	295	1102	897
8	386	335	1238	1023
9	428	375	1374	1149
10	464	415	1508	1275
11	464	455	1508	1401

Upper Division Credit Hours	Resident		Non-Resident	
	1975-76	1976-77	1975-76	1976-77
1	98	59	298	151
2	146	103	446	287
3	194	147	594	423
4	242	191	742	559
5	290	235	890	695
6	338	279	1038	831
7	386	323	1186	967
8	434	367	1334	1103
9	482	411	1482	1239
10	526	455	1626	1375
11	526	499	1626	1511

Undergraduate Fees–Dearborn

Undergraduate students who are residents of Michigan and carrying ten or more hours pay $348 per term. Non-residents pay $1,106 per term.

Those carrying nine or fewer hours who are residents pay an enrollment fee of $26 and $34 for each hour of credit. Non-residents pay an enrollment fee of $77 and $108 per hour of credit.

Undergraduate Fees–Flint

Residents of Michigan enrolled for 12 or more hours pay a fee of $338 per term. Non-residents pay $1,067 per term.

Residents carrying fewer than 12 hours pay $29 per credit hour, and nonresidents pay $92 per credit hour.

Graduate Fees–Ann Arbor

For most graduate programs the fee for residents carrying eight or more credit hours is $636 and for non-residents the fee is $1,650. Students who are residents and carrying fewer than eight hours pay an enrollment fee of $50 and $74 for each hour elected. Non-residents carrying fewer than eight hours pay an enrollment fee of $150 and $188 per hour elected.

Graduate Fees–Dearborn

Residents of Michigan carrying eight or more hours of graduate work pay $398 per term. Non-residents pay $1,285. Dearborn students who are Michigan residents carrying fewer than eight hours of graduate work pay an enrollment fee of $26 and $50 for each hour elected. Non-residents pay an enrollment fee of $78 and $163 per credit hour elected.

Off-Campus Course Fees

Students enrolled in off-campus courses for credit (at one of the centers or elsewhere) pay $40 per credit hour of undergraduate work and $44 per credit hour of graduate work.

Independent (Correspondence) Study Fees

The fee for undergraduate correspondence study courses is $40 per credit hour and for graduate courses it is $44 per credit hour. Full-time students on the Ann Arbor campus may include one correspondence study course in their schedules of courses without payment of additional fees.

Summer Independent Reading Program

Students enrolled in the summer independent reading program pay a fee of $25 for one to eight hours of credit.

Credit by Examination Fees

The fees for credit by examination are $50 for courses awarding one to three hours of credit; $60 for courses awarding four or five hours of credit; and $70 for courses providing six or more hours of credit.

Fees Charged Persons 65 Years of Age and Older—Correspondence Study and Off-Campus Classes

Persons 65 years of age or older pay only 50 percent of the fees charged for correspondence study and off-campus classes.

STUDENT CLASSIFICATIONS AND APPLICATION OF CREDIT TOWARD DEGREES

Students Not Candidates for a Degree

Persons who meet all other requirements for admission to the College of Literature, Science and the Arts and who are at least 18 years of age may, with the approval of admissions officers, be admitted to Students not Candidates for Degree Status. This special status does not signify admission to degree candidacy; however, work taken in this classification may be counted toward meeting residency requirements for undergraduates should they later be admitted to degree candidacy.

In 1970-71 such students were given "Special Student" status and work taken in that classification could not later be counted toward meeting residency degree requirements.[2]

Non-Traditional Students

The College of Literature, Science and the Arts has approved a two year experimental program to admit "Non-traditional Freshman Students." The proposal was based on a study prepared by Marilyn McKinney, Robert Seltzer and Lance Erickson and was approved by the college's steering committee in February, 1976.[3]

The non-traditional student is defined as a freshman applicant for admission who completed high school at least three years prior to the term for which admission is sought and/or is over the age of traditional students (18-21). Those with 3.0 grade point averages in high school (B) may be excused from the School and College Achievement Tests, and those with lower grade point averages may be required to take SCAT tests. Admission to colleges other than Literature, Science, and the Arts may be arranged by admissions officers on the basis of discussions with appropriate administrators in such colleges. Until degree candidacy is sought by the student the classification Student not Candidate for a Degree is used.

It is anticipated that not more than 50 persons will apply for such status in 1976-77. There will be an evaluation follow-up of students admitted.

The University of Michigan is the first C.I.C. university to have a special student classification for the non-traditional student.

Graduate Extension Student Classification

This classification is given to qualified persons who wish to take graduate level courses offered at the university's centers or through off-campus classes and who do not seek degrees. No more than six hours of credit earned in this status may count toward a master's degree if the student is later admitted to degree candidacy (ten hours may apply toward 30 hour Education degrees provided no more than six hours are transferred, within the ten allowed, from another university, and 14 hours may be applied toward a 54 hour Master of Social Work degree).

Credit earned by students admitted to degree candidacy at one of the graduate study centers (located in the Detroit area, Saginaw, Grand Rapids, Dearborn and Flint) counts as degree credit; however, on-campus residency is required as noted above.

COUNSELING AND ADVISING

The Center for Continuing Education of Women provides guidance and counseling services for adult women. Services include counseling related to academic and family adjustments, class schedules, part-time course programs, financial aids and referral services to other university agencies.

In addition to this specialized service agency for women there is one counselor in the office of admissions whose primary responsibility is to provide academic or personal counseling for part-time undergraduate students including those admitted in the experimental Non-traditional Student admissions program. Other students are generally advised by admissions office personnel (an office is maintained in Detroit as well as in Ann Arbor), Extension Service personnel and members of the faculty engaged in off-campus teaching. A full-time faculty member in Grand Rapids provides counseling services to part-time students. Faculty advisers travel from Ann Arbor to the five regional centers at the beginning of each term to advise students, and they do not teach on the occasion of such travel. They are paid a stipend plus expenses from the Extension Service. Academic advisers are provided all students upon admission to degree candidacy.

SPECIAL CLIENTELE PROGRAMS

Center for Continuing Education of Women

In September, 1964, the University of Michigan launched its Center for Continuing Education of Women. Previously a counseling agency, the Center has served about 9,000 women in its more than 13 years of service. In 1976 there were 1,151 women served.

The Center arranges with the College of Literature, Science, and the Arts courses to be offered in evening hours on the Ann Arbor campus. The courses are so scheduled that two years of work toward a baccalaureate degree in General Studies may be earned. The 15 courses available in the core curriculum are provided along with others as faculty are willing to teach them.

The Center raises money for its Continuing Education of Women Scholarships. The awards range from $500 to $2,000. In 1975-76 there were 22 awards provided with an expenditure of $28,000. Awards are made to women whose undergraduate or graduate study has been interrupted and may be for full-time or part-time study in a degree program on any of the university's campuses.

Community College Services

The university, through the Extension Service, provides services including workshops and credit courses for community college faculty members. There is a 15 member advisory council consisting of representatives of concerned areas of the university. Workshops and consultant services are provided community college administrators, counselors and governing board members. The workshops are generally not for credit. The Service publishes a newsletter.

Other

Apart from the above, the university does not offer specially designed credit programs or courses for such groups as the disadvantaged or prisoners or other identifiable groups of adults who wish to study on a part-time basis. There are, of course, a very large number of non-credit offerings for persons with more limited vocational and professional continuing education objectives.

CONTINUING EDUCATION UNITS (CEU)

A Continuing Education Unit, by definition, may be awarded for each ten contact hours of participation in an organized not-for-credit continuing education experience under responsible sponsorship, capable direction and qualified instruction.

In 1975-76 the University of Michigan awarded 4,597.7 CEUs representing 45,977 hours of instruction.

ASSCCIATE DEGREE PROGRAMS

The University of Michigan does not offer associate degree programs.

Credit Certificate Program—Specialist in Aging Certificate

The Institute of Gerontology at the University of Michigan offers a Specialist in Aging certificate program. Fourteen credit hours are required. The certificate is awarded in conjunction with master's and doctoral programs; however, those who have already achieved such degrees may pursue the certificate independently (applying to the School of Graduate Studies for evaluation and admission in non-degree status). At least one two-hour course must be completed in each of four areas (environmental and social aspects of aging, public policy issues, cognitive and individual aspects of aging, biological and medical aspects of aging), and a six hour field placement or research internship. Courses are offered on the Ann Arbor campus and may be taken in intensive one week mini-course formats for two credits. The field placement requirement may be met on a one-term full-time basis or a two-term half-time basis.

The Institute of Gerontology is a joint venture with Wayne State University—drawing its faculty resources from a number of colleges and disciplines.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The university awards credit for acceptable scores on only five CLEP subject examinations. These are Introduction to Sociology (score of 45 - 4 hours of credit), General Psychology (score of 47 -

4 hours of credit), Statistics (score of 49 - 3 hours of credit), Human Growth and Development (score of 47 - 3 hours of credit), and for entrants in the School of Nursing only, English Composition (score of 48 - 3 hours of credit).

Transfer students may transfer CLEP credit awarded them at another institution for acceptable scores only in the five subject examinations. If general examination credit has been awarded, the admissions office consults with the department and college officers concerned to determine whether or not the credit shall be acceptable. Students may petition to have subject examination credit transferred after they have been at the university at least one term.

ADVANCED PLACEMENT EXAMINATIONS FOR CREDIT

College Entrance Examination Board Advanced Placement Examinations (CEEB-AP)

The following guidelines have been adopted for the award of CEEB-AP credit:

A.P.P. Examination	Score	Hours	Credit for Course	Placement (Eligible to Enroll in)
SCHOOL OF ART				
Art	3 or 4	2	Art 101	To be determined by the department
	5	4	Studio Art credit to be determined by the dept.	To be determined by the department
COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS				
Biology	3 or above	5	Bot-Zool 106	
Botany				Any Botany course having Bot-Zool 106 as a prerequisite
Zoology				Any Zoology course having Bot-Zool 106 as a prerequisite
Chemistry	3	3	Chemistry 123 (3)	
	4 or 5	8	Chemistry 123 (3), 125 (2) 126 (3)	
English	3 or 4	4	English 125	
LSA	5	7	English 125 (4), Dept. (3)	
German	3	4	232	Any 300 level course
	4 or 5	7	232 plus 325 or other 300 course*	

*Credit for either 325 (Composition and Conversation) or a literature course on the 300 level (381, 382, 383, 384, 385) to be determined by departmental review.

A.P.P. Examination	Score	Hours	Credit for Course	Placement (Eligible to Enroll in)
History of Art	3 or above	3	History of Art 101 or 102 by department interview	To be determined by the department from courses 250, 260, 271, 272, 321, 322, 330, 341
History				
American	3 or above	4	History 331 (2) 332 (2)	Freshmen & sophomores may elect upper-level courses with the permission of the instructor
European	3 or above	4	History 102	
Latin				
Vergil	3 or above*	4	Latin 232	Latin 381
Comedy	3 or above*	4	Latin 382, 384	Latin 381 or 387
Lyric	3 or above*	4	Latin 381, 383	Latin 382 or 387
Prose	3 or above*	4	Departmental	Consult Department

*Scores below 3 referred to department for evaluation. Credit for these papers may or may not be awarded, depending upon the quality of the paper as judged by the departmental representative

Math				
Math AB	3 or above	4	115	Math 116 & 117
Math BC	3	4	115	Math 116 & 117
Math BC	4 or 5	7	115, 116	Math 117 or 117 & 215

(Students who are placed in honors-level sequence courses beginning with 185 or 195 will have credit reviewed later. In some cases there will be no credit granted. Consult Math. Department counselor's guidebook for specific policies.)

Physics				
Course B	3 or above	8	Physics 125, 126	
Mechanics	3 or above	4	Physics 140, 141	
Elec. & Magnet	3 or above	4	Physics 240, 241	
French				
Language	4	3	361	
	5	6	361, 362	
Literature	4	3	361	
	5	6	361, 388	
Spanish	1 or 2	N.C.		
	3	3	Spanish 361	
	4	6	Spanish 361,362	
	5	9	Spanish 361, 362, 371	
SCHOOL OF MUSIC				
Music	3 or above	2	Literature of Music 139	History of Music 140

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ENGINEERING COLLEGE

A.P.P. Examination	Score	Advanced Credit	When followed by	Total Hours Toward Graduation
Math AB	3 or above	Math 115 (4) hours	116, 117, 215, 216 (12) hours	16
Math BC	3	Math 115 (4) hours	116, 117, 215, 216 (12) hours	16
Math BC	4 or 5	Math 115, 116 (7) hours	117, 215, 216 (9) hours	16
Either AB or BC	3-4-5	None	185, 186, 285, 286 (15) hours	16 if completed
English	3	Composition (3) hours	Either Humanities 101 or 102 (3) hours and Lit. and Writing Seminar (6) hours	12
English	4 or 5	Composition (6) hours	Humanities 330 Great Works (3) hours and Lit. Seminar (3) hours	12
Chemistry	3	Chemistry 123 (3)	Chemistry 125	5
Chemistry	4 or 5	Chemistry 123, 125, 126 (8) hours	Ready for courses with 126 as prerequisite	8
Physics B or C	3 or above	Physics 140, 141 240, 241	No requirements	8
Mechanics	3 or above	Physics 140, 141	Physics 240, 241	4
Elect. and Magnet.	3 or above	Physics 240, 241	Physics 140, 141	4
Humanities and Social Science		Awarded	No restrictions generally	Hours Awarded (Max. 8 hours Recommended for Forg. Language)

In the fall of 1976, 1,035 students submitted 1,703 CEEB examination scores to the University of Michigan, and 836 students received credit on the basis of 1,318 scores submitted.

DEPARTMENTAL EXAMINATIONS FOR CREDIT

The university in 1970-71 had no general policy which allowed students to earn credit by "challenge" examinations over courses offered.[4]

In 1974, the Extension Service was designated as the university agency to administer a credit by examination program. In 1975-76 there were 249 examinations given, and 191 students received credit. This was three times the number in 1974-75.

University-wide policies and procedures were adopted in 1974, and they are as follows:

> Credit earned on the basis of locally prepared examinations at another institution may be transferred only if the previous institution awarded credit for a specific course, and if that course can be counted toward the student's degree program at the University of Michigan. In the case of credit earned through standardized examinations offered in national testing programs, students must arrange for their examination scores to be reported to Michigan; decision on credit to be awarded will then be governed by the University of Michigan's criteria for those examinations.
>
> The department in the University of Michigan which is responsible for offering a given course shall decide whether credit by examination will be available for that course and, if so, what examination is appropriate. That decision shall govern the awarding of credit by examination for that course for students in any unit of the University.
>
> A student shall be able to earn credit by examination in any course for which this option exists, so long as the course is one which the student's unit of enrollment will accept for degree credit . . .
>
> Departmental examinations shall normally be offered once per term and a student shall not be permitted to take an examination more than twice.
>
> The development and evaluation of Departmental Examinations is considered a legitimate part of a faculty member's regular responsibilities, and the effort required by these activities should be taken into account by Deans and Department Chairmen when determining faculty workloads for a given term or year.
>
> Both students and faculty should be aware that audits of courses for which Credit by Examination is offered are contrary to the concept of assessing "academic competence gained outside formal instructional channels."
>
> The Extension Service is assigned administrative responsibility for the Departmental Examinations. This includes fee assessment and collection, arranging for the administration and evaluation of examinations, and dissemination of pertinent test result information to the Office of the Registrar and the appropriate academic unit.
>
> So long as the University of Michigan does not serve as a testing center for CLEP, the Admissions Office shall be responsible for handling all CLEP matters. Should the University become a testing center, the responsibility for CLEP shall be transferred to Extension.
>
> Credit hours without letter grades shall be entered on a student's academic record for credits earned by examination, and the special nature of these credit hours shall be clearly identified. If a student fails an examination, no notation shall be made on his/her official academic record.

Official University records and reports will include these credit hours, with their special nature clearly indicated.

The fee schedule for Departmental Examinations, based on the credit hours assigned per examination, is as follows:

Credit Hours per Examination	Examination Fee
1-3	$ 50
4-5	60
6 or more	70

No fees shall be assessed by the University of Michigan for the processing of CLEP examination results.

Fees shall be collected at the time a student registers for an examination. Should a student register for, but not take, a Departmental Examination, his/her examination fee shall be refunded with the exception of a $15 administrative charge.

Fees generated from Departmental Examinations shall be assigned to general fund fee revenue.[5]

It is interesting to note that the policy statement quoted above defines credit by examination as "the awarding of credit following successful completion of examinations designed to assess academic competence gained outside formal instructional channels."[6]

Application of Credit Earned Through CLEP, CEEB-AP and Departmental Examinations

No more than 60 hours of undergraduate credit may be earned in any combination of CLEP, CEEB-AP examinations, departmental examinations, extension courses, correspondence study courses, credit transferred from other accredited institutions and off-campus independent study.

ARMED SERVICES TRAINING SCHOOLS

The University of Michigan awards credit for courses taken in armed services training schools on the basis of recommendations of the American Council on Education's *A Guide to the Evaluation of Educational Experiences in the Armed Services.*

Such work is regarded as extension course credit. In 1970-71 the university allowed only 30 hours of such credit to be applied toward undergraduate degrees.[7] In 1976-77 as many as 60 hours of applicable credit could be so earned; however, a combination of such work with credit by examination, correspondence study courses, extension courses, credit transferred from another institution and off-campus independent study may not be more than 60 hours in total.

ARMY HELP FOR EDUCATION AND DEVELOPMENT (PROJECT AHEAD)

The university does not participate in Project AHEAD.

SERVICEMEN'S OPPORTUNITY COLLEGE (SOC)

The university does not participate in the Servicemen's Opportunity College.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) COURSES

Credit for DANTES courses is granted by the University of Michigan. Such work is regarded as off-campus extension course credit. In 1970-71 only 30 hours of such credit could be applied to undergraduate degrees.[8] In 1976-77 as many as 60 hours of applicable credit could be so earned; however, a combination of such work with credit by examination, correspondence study courses, extension courses, credit transferred from another institution and off-campus independent study may not be more than 60 hours in total.

CREDIT FOR COURSES LISTED IN AMERICAN COUNCIL ON EDUCATION GUIDE TO EDUCATIONAL PROGRAMS IN NONCOLLEGIATE ORGANIZATIONS

Credit is not awarded by the university for courses listed in the ACE *Guide to Educational Programs in Noncollegiate Organizations.*

EXTERNAL DEGREE PROGRAMS

Bachelor's Degrees

Complete bachelor's degree programs are available at the Dearborn and Flint Centers and a bachelor of science degree in Nursing for licensed nurses may be completed at Kalamazoo, Flint and Traverse City. Apart from these, there are no baccalaureate degree programs that may be completed without Ann Arbor campus residency.

Master's Degrees

A complete master's degree program in Industrial and Operations Engineering may be completed in Flint and a master's degree in Business Administration and another in Science in Engineering may be completed through instructional television in the Detroit area (the televised engineering and business courses are available at eight sites in the Detroit area). All but six hours toward a master's degree in Chemical Engineering may be earned at Midland, Michigan. The university and Western Michigan University jointly offer a master's degree program in Library Science. For this degree Western Michigan University requires no on-campus residency, but those wishing the degree from the University of Michigan must earn six hours on the Ann Arbor campus. Apart from the above at the University of Michigan no entire master's degree programs are offered that do not require at least six hours of Ann Arbor campus residency.

External Graduate Degree Study

In 1975 the Carnegie Corporation granted $87,000 for the purpose of a study to look into the role of the University of Michigan in extending opportunities for graduate students in Michigan under the direction of the Associate Dean of the College of Engineering, Joe G. Eisley, and the Assistant to the Dean of the School of Education, Larry C. Coppard; the final report is scheduled for September, 1977. Two committees were named—a University of Michigan Steering Committee and a committee of graduate deans representing Michigan institutions working with the State Board of Education and the Michigan Coordinating Committee for Continuing Higher Education.

As of the autumn of 1976 five tentative recommendations had been prepared. These were as follows:

I. We recommend that schools and colleges continue to be encouraged to expand access to their current campus programs by utilizing available methods for extended campus programs.

II. We recommend that the University of Michigan establish a modest experimental demonstration project by selecting three degree programs, e.g., from among those currently conducting prototype studies which would adhere to quality standards specially prepared for external programs to insure comparability with campus programs. They would

a. Be conducted out of existing departments; have the same status as campus programs; be organized and supported by the same mechanisms and funds available to regular campus programs.

b. Utilize new and modified methods of instruction.

c. Be assured a minimum life of five years.

III. We recommend that the Rackham School of Graduate Studies continue the planning initiated in the Feasibility Study. In addition to encouraging the adaptation of existing programs to external delivery, the Graduate School should seek

a. To identify program areas which match with the needs of older students but which do not fall neatly within existing departmental or program categories;

b. To determine which of these program areas are most consistent with the goals of the University and are most viable for offering;

c. To work with program faculty in developing program requirements and organizational and administrative arrangements.

IV. We recommend that a support unit be established in the University

a. To assist departments and schools and colleges in developing courses and various aspects of their program of external delivery.

b. To provide an administrative home and support to develop new programs.

c. To conduct a strong formative evaluation of each program from the beginning.

d. To coordinate the utilization of existing University resources wherever possible (e.g., Audio-Visual Center, Television Center, Computing Center, Extension Service, Center for Research on Learning and Teaching, etc.).

V. We recommend that the support unit (in Recommendation IV above) be empowered, by approval of its governing board in each case, to associate with other graduate institutions in Michigan to provide services for programs submitted to it which meet equivalent criteria and standards applied to University of Michigan programs. It is understood that all primary functions such as admissions, academic counseling, teaching and certification would be the sole responsibility of the home institution. The support unit might engage in joint activities related to such things as publicity and preadmissions counseling; use of common facilities, including classrooms, audio-visual equipment, telecommunication networks, etc., at remote sites; administrative services; and program evaluation on a shared cost basis.[9]

The prototype studies referred to in Recommendation II above were being conducted by the Departments of English, History, and Sociology, the School of Education, the School of Social Work, and Nursing Administration in cooperation with Public Health.

Proposed Master's Degree in Adult and Continuing Education–Educational Gerontology

A proposal to establish a master's degree program that would require "short-term programs" but no on campus Ann Arbor residency was under consideration in early 1977, but had not yet been approved by the Rackham School of Graduate Studies. The program was projected as a joint venture of Delta College, Mott Community College in Flint, Lansing Community College and the University of Michigan. Fees and standards were to be set by the University of Michigan. The emphasis was to be "on combining academic units of study with special study and research that will be work-related . . . It will be a new means of pursuing graduate work for persons working with adults who were previously unable to do so at the University of Michigan campus due to employment, time constraints or other factors."[10]

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The Michigan College for External Studies

(See Appendix VI, Michigan State University, **EXTERNAL DEGREES, The Michigan College for External Studies.)**

CONSORTIUM PARTICIPATION

In February, 1975, the Michigan Council of State College Presidents reported to the Michigan Senate and House of Representatives Appropriations Committee on the subject of funding and coordination of off-campus public higher education services. The presidents reported:

> We propose that the most effective approach to coordination of off-campus higher education services statewide is effective coordination locally at the point of delivery . . .
>
> We propose therefore that the responsibility for coordination of off-campus instructional programs rest with those institutional representatives who have knowledge of the local demand, who have at their disposal the resources to respond to those demands and who have the necessary working relationships with representatives of other institutions to assure that the local demand is not being over-met because of unnecessary inter-institutional duplication of services.
>
> Specifically, we suggest that the coordination of off-campus instructional programs be conducted by regional consortia of the institutions of higher education. In each geographical area in which a coordination problem is perceived and agreed to exist, whether that problem be the underavailability of educational services or an overavailability of such services, a consortium would be established. All institutions, both two-year and four-year, who are involved in the delivery of services in that area would be equal and joint partners in the consortium. Each of the institutions would be represented directly in the consortium by the person whose responsibility it is to decide whether his or her institution will or will not offer a course within the geographic area covered by the consortium.
>
> Every such regional group of institutions would have the specific charge to respond cooperatively to the legitimate higher education needs of the area and to do so without unnecessary duplication of services.
>
> This is not to suggest that the existence of a regional consortium diminishes in any way the responsibility of an institution located within the region to respond to the legitimate demands of residents therein for higher education services, if it has the capability of responding. The decision to provide educational services remains an institutional responsibility. The coordinating responsibility is the consortium's.
>
> It is our conclusion that the initiative for creating a consortium in any region of the state, as needed and where needed, should reside with the institutions. We do not foresee the necessity for any additional legal authority to create or operate the proposed regional consortia. Their success in coordinating the delivery of off-campus higher education services depends more on the commitment of the participating institutions to work cooperatively than the strength of their legal authority. We therefore extend with this proposal our commitment to make the proposed regional consortia effective instruments of coordination.[11]

As a result of this declaration of policy the Michigan Coordinating Council for Continuing Higher Education (MCCCHE), an agency created by the Michigan Council of State College Presidents, developed guidelines for the establishment of informal consortia throughout the state. Under the guidelines any community college, junior college, four year and/or graduate college or university, public or private, is free to join in such arrangements upon agreement to observe articles of agreement governing the establishment and operation of such organizations.

It was agreed that the functions of such consortia should be:

1. The systematic assessment of the continuing higher education and community service interests and needs of the area.
2. The efficient and appropriate utilization of the educational resources of the postsecondary institutions comprising the membership.
3. The coordination of courses, programs and services, both credit and noncredit, by member institutions.
4. The publication of announcements, brochures, and/or listings of programs and offerings available to continuing higher education students in the area.
5. The provision of adequate counseling services by member institutions.
6. The maintenance of adequate library, learning resources, and delivery systems to meet the needs of the students.
7. The systemic involvement of the people in the area and their participation in planning, program development, and community support.[12]

Financing may be provided by the legislature or other sources.

Two committees are called for in the organizational guidelines—an Area Directors' Committee and an Area Coordinating Council. The Area Directors' Committee is organized as follows:

1. The local regional director, or other appropriate representative, of each participating institution shall serve on the committee.
2. Chairmanship of the committee will be determined by its membership on an annual basis.
3. The committee shall meet as appropriate to conduct its business.
4. Minutes of meetings will be forwarded to Deans and Directors of Extension and/or Continuing Education of each member institution.
5. To provide for the systematic involvement of the people of the area and their participation in planning, program development, and community support, an advisory group of area leaders and prospective users of programs will be formed.[13]

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The Area Coordinating Council is organized as follows:

1. The Deans and Directors of Extension and/or Continuing Education of member institutions in a consortium shall join the Regional Directors to comprise the Area Coordinating Council.
2. Chairmanship of the Area Coordinating Council will be determined by the Deans and Directors on an annual basis.
3. The Council shall meet during alternate months to conduct its business.
4. The Chairman of the Area Coordinating Council shall make a report to the Coordinating Council for Continuing Higher Education at its quarterly meetings.[14]

As a result of these actions, and consistent with them, four consortia have been established that involve the University of Michigan and Michigan State University. At none of these are complete degree programs, offered on a joint basis, available. They are as follows:

Birmingham Center for Continuing Education

Included in the Birmingham consortium, in addition to the University of Michigan and Michigan State University, are Eastern Michigan University, Oakland University and Wayne State University. Regional directors from the Oakland county area form the area committee. Deans and directors of continuing education/extension comprise the area coordinating council.

University Consortium—Grand Rapids

Western Michigan University, Michigan State University and the University of Michigan are in this consortium along with Grand Valley State College. The center has one director and the regional office staffs were combined into one staff. Michigan State University serves as fiscal agent. Having a board of directors, this consortium is the most formal of the four.

Saginaw Valley Consortium

This arrangement includes Saginaw Valley State College, Central Michigan University, the University of Michigan and Michigan State University. The area coordinating committees are similar to those established for the Birmingham consortium.

Traverse City Consortium

The Traverse City consortium consists of Northwestern Community College, Ferris State College, Central Michigan University, the University of Michigan and Michigan State University. The interinstitutional committee consists of representatives of the University of Michigan Extension Service and

Sea Grant program, Michigan State University's Continuing Education Service and Cooperative Extension Service and representatives of the other institutions. The deans and directors of continuing education/extension services of the member institutions comprise the area coordinating council.

(See also **CONSORTIUM ARRANGEMENTS - Association for Media-Based Continuing Education for Engineers**, Purdue University, Appendix X.)

INDEPENDENT (CORRESPONDENCE) STUDY

The University of Michigan offers 30 courses for college credit through the Independent Study Department of the Extension Service. There are seven additional courses that do not provide credit.

It is possible for a student to complete the entire freshman year and one-half of the sophomore year through correspondence study. The University of Michigan will participate in the development of new courses with other C.I.C. universities through a grant from the Carnegie Corporation.

Undergraduate Credit

Up to 60 hours of credit applicable toward a baccalaureate degree may be earned through correspondence study; however, a combination of such work with credit by examination, extension courses, credit transferred from another university or college and off-campus independent study may not be more than 60 hours in total.

Graduate Credit

Correspondence study credit is now applicable to degrees at the graduate level through five specially developed courses in Natural Resources (2 courses), English as a Second Language, Psychology, and Gerontology.

Independent Study Transfer Credit

A maximum of 60 hours of correspondence study may be transferred from another accredited institution and/or from DANTES courses; however, a combination of such work with University of Michigan correspondence study, credit by examination, other work transferred from accredited institutions, extension courses and off-campus independent study may not be more than 60 hours in total.

Faculty Involvement

All courses offered are regular catalog listings. All are processed by members of the faculty and all are revised and up-dated regularly. Faculty are compensated with a stipend for each course developed and a fee for each lesson corrected.

Independent Study and Admission to the University

There are no provisions in university regulations that encourage a student denied admission as a resident student to demonstrate ability to do college work through independent study and thus be considered for admission. However, admissions counselors can approve such arrangements. (See Appendix III, Indiana University, and Appendix XI, University of Wisconsin.)

Students Regularly Enrolled and Independent Study

Students who are enrolled for on-campus courses (resident students) with special permission of the college dean (in the College of Literature, Science, and the Arts, the administrative board) may enroll for correspondence study courses. Full-time students enrolled for 12 hours or more may, with permission, take one independent study course per term, and if the total hours when such a course is added do not exceed 18, there is no additional fee. In 1975-76 there were 44 students and 52 enrollments of this nature.

Tutor Service—Group Independent Study

No special instructional services are provided groups of persons living in the same geographical area and enrolled in the same independent study course.

Telephone Service

Students are encouraged to call their instructors to discuss their independent study course work. Such calls are paid for by the Department of Independent Study and are pre-arranged with the instructor.

Independent Study Options in Procedures

Students who demonstrate special ability, with the permission of the instructor, may be allowed to accelerate their work by being given written examinations and allowed to move to advanced lessons or permitted to skip some lessons.

College Credit Earned by High School Seniors

With the permission of the high school principal and the university's admissions office, highly motivated and talented high school students may take independent study courses. Credit so earned is placed "in escrow" and applied to the transcript of the student when and if admitted to the university.

EXPERIENTIAL, DIRECTED READING AND INDEPENDENT STUDY COURSES IN THE COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS (LSA)

Experiential Work

In 1972-73 the College of Literature, Science, and the Arts approved procedures through which students may be awarded credit through courses "in which the main work takes place in a setting other than a university classroom, laboratory, library or studio, and in which the experience is directly related to an academic discipline."[15]

Such courses may be listed courses in the departmental course listings or they may be devised by the student (if interdisciplinary they must be approved by a college board of study; if within the domain of a department, by a departmental board of study upon petition by the student) and a faculty member or faculty members. The boards determine the amount of credit that may be earned (maximum eight hours per course—for unlisted courses a maximum of 15 hours). A faculty member may supervise no more than eight students enrolled for such work per term.

Faculty members work out with the student the procedures and approve the locale and local supervision of the student and evaluate the work done on the basis of a tangible product (a paper, research report, artistic product). Students receive grades or may take such courses on a credit/no credit basis.

Directed Reading/Independent Study Courses

Students may seek to earn credit through courses identified as directed reading/independent study by filing "with the department or Program a prospectus, describing in detail the project to be undertaken, the body of knowledge that is involved, the activities to be carried out (reading the literature, written reports or analytic essays) and the method for evaluating the work (written or oral examination, etc.) The petition shall be countersigned by the faculty sponsor."[16]

The faculty sponsor supervises the student's work. Courses may be listed in departmental lists of offerings or may be arranged by the student and sponsor. No faculty member may supervise more than eight students so enrolled per term.

Experiential/Directed Reading/Independent Study—Maximum Credit

In any combination of experiential/directed reading/independent study a student may not earn more than 32 hours of credit.

Application to Part-time Students

As of the fall of 1976-77, only resident students on the campus at Ann Arbor were involved in such work.

By special arrangement through the Extension Service and the appropriate department, part-time students could petition to engage in experiential, directed reading and independent study courses.

INDEPENDENT STUDY OTHER THAN CORRESPONDENCE COURSES, EXPERIENTIAL/DIRECTED READING/INDEPENDENT STUDY

Summer Independent Study Reading Program

The Department of Independent Study and the Honors Council jointly offer during the spring-summer term (May-August) the summer independent study program. Originally open only to students in the honors program, now on-campus students who have a "C" average and persons who have taken extension (off-campus) class work or independent study courses with demonstrated ability to do at least "C" average work are eligible to enroll.

Students may elect to enroll in any course regularly offered by the College of Literature, Science, and the Arts as long as the work can be done by reading and/or research alone and the student can find an adviser who is a faculty member to supervise the work. Work must be completed and an examination taken within one month after the fall term begins. Up to eight hours of work may be earned in this manner each summer; however, the total amount is governed by departmental regulations. The credit counts as resident credit work, and is so entered upon the students' records.

The University of Michigan is the only C.I.C. university with such a program. It not only allows the matriculated adult part-time student a fine opportunity to accelerate progress toward a degree while undertaking independent study but provides an excellent portal experience to lifelong learning.

OFF CAMPUS (EXTENSION) CLASSES

Through the University Extension Service an extensive number of off-campus courses are provided for credit.

In 1975-76 there were 503 courses for credit, 75 courses in the non-credit real estate program, 33 courses in the firemanship training program, and 250 non-credit adult education courses offered in cooperation with Wayne State University.

There were 8,690 persons served (10,450 registrations) in credit courses. There were 4,656 enrollments for graduate resident credit and 3,357 in graduate level extension courses. There were 300 undergraduate credit enrollments. An additional 2,137 registrations were recorded in the real estate and firemanship programs, and 3,800 in the non-credit adult education courses.

The fees in 1976-77 were $40 per credit hour for undergraduate credit courses and $44 per credit hour for graduate level courses.

About 85 percent of the courses are taught by University of Michigan faculty on an over-load extra-compensation basis that is a percentage of the academic year salary. Faculty and auxiliary faculty must be approved by the academic departments.

The demand at the master's degree level has been primarily in education, social work, public health, library science and engineering. These areas constitute more than 60 percent of the offerings. It is estimated that 75-90 percent of master's degree candidates are enrolled for work in off-campus classes, graduate center work or otherwise on a part-time basis.

Application of Credit - Extension Classes

Up to 60 hours of credit earned in extension classes may be applicable toward baccalaureate degrees; however, a combination of such work with credit by examination, correspondence study, credit transferred from another college or university and off-campus independent study may not be more than 60 hours in total. The only exception to this in 1976-77 applied to the Bachelor of Science in Nursing degree available entirely in Kalamazoo, Flint and Traverse City with no on-campus Ann Arbor campus residency required.

At the master's degree level not more than 10 hours may be earned (14 hours for the Master of Social Work 54 hour degree program) prior to being admitted as a degree candidate. When admitted to candidacy a student may earn 14 additional hours toward a 30 hour program (leaving six on-campus hours to be earned). The 14 hours may be earned at one of the centers or in off-campus classes taught elsewhere. (For exceptions concerning master's degrees which may be earned without Ann Arbor residency see **EXTERNAL DEGREES** above.)

SATURDAY CLASSES

The School of Education, each term, offers an extensive program of courses presented on Saturdays and in the evenings on the Ann Arbor campus and at the centers. An entire master's degree may be earned in this fashion; however, those pursuing degrees at off-campus sites must earn one six hour block of credit in one term or two four hour blocks of credit over two terms on the Ann Arbor campus.

Apart from this program some courses may be offered on Saturdays, but there is no special program for part-time students.

ACCELERATED OR "MINI-COURSES"

Since 1970-71 there has been an extensive increase in the number of off-campus courses offered in shortened time frames, and these have followed a number of different patterns.

Social Work and Education have offered courses for two credit hours in a three or four week-end pattern with classes meeting over Friday through Sunday noon on an every-other weekend basis. These same two academic units have also offered courses for two hours of credit which meet every Saturday in a five week sequence.

Library Science, Social Work, Psychology, Public Health and Education have employed a "double session" format in which courses are offered for two credits. In this arrangement the courses meet seven times over seven weeks in a 4:00 p.m. to 10:00 p.m. time frame (with an hour for dinner).

The interdisciplinary Gerontology Training Program provides courses (one or two credits are optional) on a full day-one week basis or half-day two weeks basis.

Social Work employs yet another format for an eight credit hour course offered in the Upper Peninsula. This involves once a month visits by the instructor who works with social workers on a one-to-one basis and in another monthly session all such students meet together with the instructor in a designated place for a seminar session.

In 1972, the College of Literature, Science, and the Arts began to sponsor "University Courses" which are interdisciplinary or interdepartmental in nature. A special category of such courses is designated "Mini-Courses." Such courses are overseen by a member of the faculty. They are one or two credit hour courses, and students are graded on a pass/fail system. Mini-courses are defined as one-time events (any course offered on a recurrent basis is regarded as a "regular" course). There are two types of such courses: (1) an abbreviated course with a standard lecture-discussion format offered once because of its timely relevance to current events or particular interest in the subject matter; and (2) a course in which students carry out an informal and critical evaluation of a lecture (film) series, exhibitions or theatre (concert) performances. Such courses must be approved by the curriculum committee of the college and the executive committee of the college.

Courses may be for graduate or undergraduate credit.

In 1974-75 there were 16 courses offered and 11 were presented in 1976-77. (See also **AUTO-TUTORIAL APPROACHES—Multi-Media Mini-Courses**, below.)

AUTO-TUTORIAL APPROACHES

Multi-Media Mini-Courses

Four new one hour courses were being developed during the winter term of 1976-77 by the Department of Independent Study in the Extension Service with the cooperation of academic units. These were to concern Nutrition, Reading, Human Sexuality and Afro-Perspectives on History.

These courses will utilize audio-tape cassettes as the primary vehicle of instruction, and these will be augmented with slides and written materials. Upon final approval they will be made available at a rate of $40 for undergraduate credit and $44 at the graduate level.

The use of "packages" of materials and instructional media through which students move through course materials largely at their own pace and with little or no direct supervision has not been a feature of credit courses for the part-time student beyond the Ann Arbor, Dearborn and Flint campuses, except for the off-campus Bachelor of Science in Nursing program. No attempt has been made to equip classrooms as laboratories at sites away from the three campuses with multi-media materials through which the student is directed step-by-step in the learning process; however, non-credit continuing professional education offerings in medicine and dentistry using this approach have been developed.

COMPUTER ASSISTED INSTRUCTION

There are no courses for credit currently available to part-time students which employ the computer as the vehicle of instruction (either as the sole vehicle or as an augmenting resource).

Journalism has a completely programmed course available on-campus at Ann Arbor for regularly enrolled students, and the Center for Learning and Teaching has been working on computer assisted instructional approaches, but the computer has not been used to augment independent study courses.

Professional schools of the university are developing continuing professional education offerings (not-for-credit) which employ computer assisted instructional methods. This has been especially true in dentistry.

COOPERATIVE EDUCATION PROGRAMS

The university does not have cooperative education programs especially designed for the part-time student.

TAPE CASSETTE COURSES

Apart from the multi-media mini-courses which employ audio cassettes as the chief vehicle of instruction (see above, **AUTO-TUTORIAL APPROACHES**), there are currently no credit courses available to the part-time student which make exclusive use of either audio or video tape cassettes. Audio cassettes are used to augment correspondence study courses.

RADIO COURSES

The University of Michigan does not offer courses for credit through its radio broadcasting facilities.

TELEVISION COURSES

The Ann Arbor campus of the university is linked by closed circuit television to its centers in Dearborn and Detroit and into eight industrial plants. In 1975-76 Engineering offered 20 courses and Business Administration offered 10 courses over this network.

In 1975-76 a course in Art History was offered in an on-the-air basis receivable in Detroit and its environs.

(See **EXTERNAL DEGREE PROGRAMS, Master's Degrees**, above.)

NEWSPAPER COURSES

Since 1972 one course has been offered by newspaper. Enrollments were quite low, and there were no plans in 1976-77 to resume such offerings.

ELECTROWRITER COURSES

While no courses for credit employ the Victor Electrowriter or "electronic blackboard" devices, the College of Dentistry and the College of Engineering are using such equipment for non-credit continuing professional education .

NOTES

1. Memorandum from Carolyn K. Davis, Associate Vice President for Academic Affairs, University of Michigan, to President Robben Fleming, Extension Service Director Alfred Story, and others, July 14, 1976, pp. 7-8.

2. See Robert F. Ray, *University Credit and Degree-Earning Opportunities for Adults,* Report No. 1, *The C.I.C. Study of the Non-Traditional Student* (Iowa City: Division of Extension and University Services, The University of Iowa, 1973), p. 99.

3. Marilyn McKinney et al., "Proposal for an Experimental Admissions Program for the Nontraditional Student," Office of Undergraduate Admissions, University of Michigan, November, 1975.

4. Ray, *op. cit.,* p. 105.

5. College of Literature, Science, and the Arts Credit by Examination Policy Statement, July, 1974, pp. 1-3.

6. *Ibid.,* p. 1.

7. Ray, *op. cit.,* p. 105.

8. *Ibid.*

9. J. G. Eisley and L. C. Doppard, "The Role of the University of Michigan in Extending Opportunities for Graduate Studies–Some Preliminary Recommendations of the Staff of the Feasibility Study of External Graduate Degree Programs," Rackham School of Graduate Studies, University of Michigan, September, 1976 (unpublished), pp. 4-6.

10. *Saginaw News,* December 22, 1976, Sec. 2, p. 2.

11. "Coordinating Continuing Higher Education Programs and Services in Michigan," Michigan Coordinating Council for Continuing Higher Education, June, 1975 (unpublished), pp. 1-2.

12. *Ibid.,* p. 3.

13. *Ibid.,* p. 4.

14. *Ibid.,* p. 5.

15. "Experiential, Directed Reading and Independent Study Courses in the College of Literature, Science and the Arts," Part III, April, 1975.

16. *Ibid.,* Part II.

Appendix VI

MICHIGAN STATE UNIVERSITY

INTRODUCTION

The main campus of Michigan State University is in East Lansing. In 1975-76 there were 44,580 students registered on the main campus. Part-time students were enrolled in substantial numbers, and they accounted for 4,108 of 35,506 undergraduate enrollments (less than 12 quarter hours) and 2,749 master's degree level enrollments (fewer than nine quarter hours) in the total of 3,904 enrolled at that level. There were, in addition, 19,123 enrollments in regional centers.

The university is governed by an eight member board of trustees. The president of the university is an ex-officio member and presides at board meetings. He does not have a right to vote in board decisions. The central administration consists of the president, a provost who is the vice president for academic affairs, and seven other vice presidents.

In February of 1972, President Wharton named a 25 member Task Force on Lifelong Education. The group issued a preliminary report in October of 1972.[1]

The preliminary report was the subject of hearings on a university-wide basis, and on March 1, 1973, the Task Force issued its report and recommendations to the president.[2] The study committee made 67 recommendations which are of significant importance to major universities in consideration of their appropriate roles and missions in extension, continuing education and lifelong learning activities. The recommendations follow:[3]

Admissions Recommendation

1. Michigan State University should continue to expand admissions criteria to reflect more adequately an applicant's ability to participate successfully in university-level educational experiences. Dimensions should include personal maturity, motivation, independence, career performance, and previous life experience, including academic background.

Registration Recommendations

2. The University should undertake the provision of new enrollment and registration options designed to facilitate entry and ongoing participation by the nonconventional student.

3. Although nonconventional students may require special enrollment and registration arrangements, the University should minimize segregation by age in the classroom or elsewhere, insofar as this is compatible with the limitations imposed by location, work schedules, or family obligations.

Orientation Recommendation

4. The University should initiate at least one separate orientation program designed around the special conditions under which nonconventional students participate in University programs.

Transfer of Credit Recommendation

5. The University should continue to examine its credit transfer policies and develop increased flexibility especially in meeting the individual needs of nonconventional students.

Scheduling Recommendations

6. The University should design and put into effect a more flexible academic schedule on and off campus, making both degree and nondegree programs available at night and on weekends.

7. Appropriate advisory and administrative services of the University should be available at night and on weekends to accommodate nonconventional participants engaged in programs offered during those times.

8. The University should investigate ways to more usefully employ summer quarter—for example, by providing brief residential sessions for adults and their families.

Time Limits for Degrees Recommendation

9. Time options for the completion of degree requirements should be expanded according to criteria based on the type and level of degree involved, the audiences who seek that degree, and the extent of disciplinary flux. This expansion should be the responsibility of the academic units of the University.

Enrollment Options Recommendations

10. The University should publicize the availability of all enrollment options to inform potential participants of varying approaches to meeting educational needs.

11. The University should also investigate the feasibility of providing all participants in noncredit, nondegree educational experiences with appropriate documentation of their participation.

Support Services Recommendations

12. The following minimum support services should be extended to nonconventional participants in University programs:

    —An information and assistance center, possessing public-oriented staff personnel to provide aid and information regarding University resources, services, programs, policies, facilities, etc. Wherever appropriate, the information and assistance center specialists should act as ombudsmen, working to facilitate educational participation and minimize bureaucratic inconvenience. Study, recreational, and parking facilities should be components of the center.

    —Academic advising and appropriate personal counseling services.

—Appropriate financial aid. Although there are no age restrictions on scholarships, loans, etc., students carrying less than seven credits are ineligible for such awards. Because of work schedules and family responsibilities, nonconventional participants will often carry a credit load below this level. Such students should receive equivalent consideration for financial aid, commensurate with their degree of need and extent of educational participation.

13. As increasingly heterogeneous nonconventional audiences become a large part of the University constituency, the Board of Trustees should examine the needs of those audiences to determine the University's obligation and capacity to provide appropriate support services.

Credit for Past Experience Recommendations

14. The University should continue and expand the availability of waiver examinations and credit by examination.

15. The University should develop new procedures to evaluate and give academic credit for competence gained through previous life experience or academic background.

Certification Recommendation

16. The University should study and, wherever appropriate, expand or otherwise modify certification alternatives for participants in degree and nondegree lifelong educational programs.

Self-Learning Components Recommendations

17. A fundamental responsibility of the University should be to help students become self-initiating learners. Appropriate course and program objectives should reflect this responsibility.

18. To facilitate recommendation 17, the Learning Service should prepare materials (including media presentations) for distribution to the faculty. These materials should include instructional alternatives and methods of evaluation that emphasize the importance of self-learning. Guidelines for the evaluation of the suitability of the instructional alternatives themselves should be provided.

19. The University should institute an informational program to acquaint citizens of the state of Michigan with the concept of lifelong education, its implications, and existing and emerging opportunities for lifelong learning experiences.

Educational Technology Recommendations

20. The University should employ mass media and technology to extend formal educational opportunities to off-campus populations. The number and variety of educational programs available through the mass media should be increased.

21. To increase efficiency and effectiveness, the University should centralize the administration of telecommunications services.

22. The University should encourage the use of diverse types of technological delivery systems, such as tapes, cassettes, closed circuit television, cable television, computer-assisted instruction, etc., for all appropriate aspects of lifelong education.

23. The University should examine its instructional systems for meeting the needs and expectations of new generations of students.

24. Michigan State University should expand its present involvement in creating and packaging mediated programs for lifelong education. However, it is critical for the University to limit offerings to programs of the highest quality and, at least initially, wide audience appeal.

25. The University should establish a capability for media publication, distribution, and marketing.

26. Programs mediated through technological delivery systems should offer an appropriate amount of contact with teaching faculty and fellow participants.

Degree Program Recommendations

27. The University should review and amend its residence requirements to permit the extension of appropriate degrees to audiences who cannot attend campus classes.

28. The colleges of Michigan State University should offer appropriate baccalaureate degree programs which would be of interest to off-campus audiences and begin to develop means of making those programs available.

29. Current programs of off-campus study leading to graduate degrees at the master's level should be continued. Colleges should identify other appropriate master's degree programs of interest to off-campus students, and develop means for making these programs available.

Nondegree Program Recommendations

30. In establishing credit programs that are not degree oriented, the academic units of the University should give priority to development of programs aimed at:

    –The educationally neglected and economically distressed

    –Professionals seeking skill updating and improvement

    –Those who need certification for completion of a program for job change or advancement

    For noncredit programs, all University units, academic as well as service, should assign significant priority to programs serving:

    –The educationally neglected and the economically distressed

    –Individuals seeking skill updating or improvement

    –Educational and social institutions attempting to develop independent educational capacities.

31. The University, employing all appropriate academic resources, should design and offer a Bachelor of General Studies for both campus and off-campus students.

32. Michigan State University should offer any Bachelor of General Studies degree predominantly at the upper division (junior-senior) level.

Community Lifelong Learning Project Recommendations

33. Michigan State University should establish an experimental Community Lifelong Education Project. The project should encompass one or more communities and work with them to (1) define appropriate lifelong education needs, techniques, and target populations; (2) explore interinstitutional linkages for providing lifelong education at the local level; (3) examine organizational patterns for relating the University to the community; and (4) evaluate costs and benefits associated with various program alternatives.

34. The community or communities chosen for the Community Lifelong Education Project should be committed to the project and give evidence of this commitment. They should be large enough to allow the University to explore a full range of interrelated problems and at the same time small enough for the project to have a measurable impact. Finally, each community selected should have existing University offices or programs.

35. A major responsibility of the Community Lifelong Education Project should be to determine the relevance of its activities for communities throughout the state and to recommend to the University and other social and educational institutions procedures for implementing effective programs.

36. Before establishing a Community Lifelong Education Project, the University should carefully define program objectives to provide a basis for designing and evaluating an optimal project.

37. The Community Lifelong Education Project also should include a group of professionals whose responsibility is to assist the local staff in studying and evaluating the ongoing effectiveness of lifelong educational programs in participating communities.

Current Community Based Programs Recommendation

38. To increase the efficiency and effectiveness of Michigan State University's operations within municipalities, counties, or other specified regions, the various off-campus units should, wherever feasible, pool physical and academic support services, share research and applied data, and integrate and coordinate educational programs.

Community Lifelong Learning Project Financing Recommendation

39. The University should seek external funding from appropriate private or governmental sources to finance the first five years of operation by the Community Lifelong Education Project.

Administration and Structure Recommendations

40. A reorganization of the Office of the Provost should be undertaken, directed by the president and assisted by the provost and other appropriate personnel, in order for that office to more effectively administer lifelong education. This reorganization should enhance the role of the provost's office in coordination and innovation.

41. For the present, the Cooperative Extension Service should continue to report through the dean of the College of Agriculture and Natural Resources. However, the Office of the Provost should periodically review the relationships between the Cooperative Extension Service, the Continuing Education Service, and other lifelong educational programs to ensure the effectiveness and suitability of organizational arrangements.

42. A permanent advisory committee should be established to assist the Office of the Provost in coordinating lifelong educational programs and activities, including those offered by the Cooperative Extension Service and other units of the institution.

43. Those units currently within the Continuing Education Service that are not mentioned in the fourth item on page 47, [Administering Kellogg Center, the University regional continuing education centers, the University conference and institute program, and the University's telecommunications system] should be reviewed for the purpose of determining whether they might be more appropriately housed in one of the academic units of the University or centrally within the Office of the Provost.

44. Deans should examine administrative arrangements within their respective colleges to determine their suitability for facilitating an expanded involvement in lifelong education.

Quality Control and Program Evaluation Recommendations

45. All University lifelong education programs must be of the highest quality in accordance with the objectives of the learning experience they offer.

46. Quality should be continually monitored through procedures developed for the joint evaluation of offerings by program participants and the academic and administrative units which support the program.

47. To determine the extent to which various lifelong educational experiences serve long-term needs, time-lapse surveys of representative samples of participants should be conducted.

Faculty Involvement Recommendations

48. The University should expand its criteria for faculty hiring, embodying in that expansion components that will ensure the employment of a greater percentage of faculty familiar with, concerned about, and capable of lifelong educational activities.

49. Criteria for salary increases, promotions in academic rank, and the awarding of tenure should reflect the lifelong education efforts of faculty members proportionate to other accepted criteria.

50. The University should especially encourage the academic units to provide for travel opportunities and allowances, study sabbaticals, released time for program development, and other mechanisms to encourage faculty members to increase their expertise and involvement in lifelong educational activities.

Program Financing Recommendations

51. To finance start-up costs and initial operations of experimental lifelong educational projects (e.g., the Community Lifelong Education Project), Michigan State University should seek grants from appropriate foundations.

52. The University should encourage state, county, and municipal governmental units to extend partial or full fiscal support to lifelong educational activities of community benefit.

53. In commercially oriented lifelong educational activities undertaken at the request of corporations or other entities, the University should contract with those entities to absorb programmatic costs.

54. In problem-oriented lifelong educational activities, the University should seek fiscal support from governmental agencies and departments at the appropriate level (local, state, or federal).

55. The University should strongly urge on-going state support of appropriate lifelong educational activities.

Tuition Recommendation

56. Tuition for credit-enrolled participants should be equal both on and off campus.

Lifelong Education Program Development Recommendation

57. The University should seek financial support to establish a lifelong education grants program. The Office of the Provost should administer the program, allocating funds to support appropriate developmental or experimental projects.

Lifelong Education Mission of the University Recommendations

58. The Office of the Provost should allocate general funds under its control to the units of the University according to a system of program budgeting, with lifelong educational activities as an integral part of that system.

59. Whenever possible, lifelong educational activities should be assigned to faculty members as part of regularly compensated duties. However, the definition of such duties should take into account added effort, inconvenience, etc.—for example, travel between the University and regional centers—likely to be incurred in discharging them.

60. Upon implementation of the above recommendations, the academic units and the Office of the Provost should cooperate to minimize the use of overload payment.

Inter-institutional Efforts Recommendations

61. Since no mandatory system for statewide interinstitutional coordination of public and adult lifelong education programs exists at the present time, Michigan State University should continue to cooperate with the 12 other state colleges and universities in the voluntary system of the Coordinating Council.

62. Since the 13 state-supported colleges and universities do not represent all of the higher educational opportunities of the state, Michigan State University should also make a strong effort to cooperate with public schools, community colleges, independent colleges and universities, public libraries, and other social and educational institutions to develop a comprehensive and coordinated lifelong education network for the state of Michigan.

63. Michigan State University should continue lifelong educational activities through the regional centers, county offices, and community institutions now operating. However, some modification and change may be necessary to accommodate the development and expansion of educational communications, new instructional technology, and a coordinated state-wide system of higher education.

64. Michigan State University should explore its capacities for lifelong educational services with a systematic, coordinated working relationship with other schools, colleges, and universities of the state (public and private). A planned program should include interinstitutional consortia as well as formal and ad hoc contracts and agreements.

65. Through such a "systematic, coordinated working relationship," the University should encourage more extensive interinstitutional use, administration, supervision, and/or facilitation of appropriate:

–programs
–physical resources
–matriculation procedures
–program articulation
–transfer of credits
–certification.

66. The University should develop the closest possible working relationships with community colleges.

67. Strengthening the lifelong educational capacities of local institutions should be a high priority objective of regional operations of the University.

On June 20, 1975, the Board of Trustees adopted the following policy recommendations submitted by the administration of the university:

I. *Michigan State University is committed to and will embrace lifelong education as a major institutional mission equal in importance to regular undergraduate and graduate instruction and research activities.* Continuing education and public service have been sources of vitality throughout the 123-year history of the University. Lifelong education presents a challenge to develop those sources more fully and to ever-greater advantage.

II. *The individual academic colleges and departments are urged to promote lifelong education to the fullest extent compatible with their resources and various fields of scholarship.* When appropriate, the unique needs of participants in lifelong education programs should be recognized through innovation, including but not restricted to special degree and nondegree programs. Faculty conducting lifelong education programs will receive consideration for tenure, promotions, merit salary increases, and similar benefits commensurate with the consideration accorded their professional colleagues conducting other programs.

III. *Actions regarding the University's organizational structure and operational procedures will be necessary to meet the unique needs of participants in lifelong education programs.*

Organizational Structure

1. The President will establish an ad hoc committee to advise on policies and programs of lifelong education.

2. A position of Dean for Lifelong Education Programs will be established in the Office of the Provost. The operational and administrative structure to be used will be most closely parallel to the

Dean of International Programs. The Dean will also jointly report to the President. Continuing Education Services will report to the Dean for Lifelong Education Programs. The Cooperative Extension Service, however, will continue to report to the Dean of Agriculture and Natural Resources.

B. Operational Procedures

1. Changes in the location, content, and scheduling of educational activities will be encouraged and supported to meet the unique needs of participants in lifelong education programs. Examples of such changes include but are not restricted to: off-campus classes; late afternoon, night, and weekend classes; and the expanded use of educational technology such as cable television, closed circuit television, audio-visual cassettes, and the like.

2. Changes in the nature, location, and scheduling of administrative services will be encouraged and supported to meet the unique needs of participants in lifelong education programs. Examples of such changes include but are not restricted to evening and weekend office hours; registration by mail or telephone; and special advising, counseling, and orientation programs.

IV. *The University will develop and support programs designed to assist the lifelong education efforts of other educational agencies within the community and throughout the state.* Examples of such agencies include but are not restricted to: public and private four-year colleges; community colleges; local elementary and secondary school systems; and public libraries. The University will work especially closely with other postsecondary institutions to prevent or eliminate duplication of effort and/or competition among similar educational offerings.

In the autumn of the 1976-77 academic year the director of Continuing Education Services (reporting to the provost) also served as acting dean, Office of Lifelong Education Programs (reporting to the provost and president).

The Cooperative Extension Service in this land grant university is administered through the College of Agriculture and Natural Resources. The service does not administer continuing education programs for credit.

For administrative purposes the state has been divided into seven geographic regions. There are seven regional centers for continuing education and each is headed by a director who reports to the director of the Office of University Extension of the Continuing Education Service. One center is located on the East Lansing campus in the Kellogg Center for Continuing Education. This regional center serves the south central region. The other centers are in rented facilities. The center serving the southeast region is in the Barnum School at Birmingham, Michigan. Courses and programs are offered by Michigan State University, the University of Michigan, Eastern Michigan University, Wayne State University and Oakland University. The southwest region is served by a center in Benton Harbor where offices are shared with Western Michigan University. The west region's offices are in Grand Rapids in a facility known as The University Consortium Center where offices are shared with the University of Michigan, Grand Valley State Colleges and Western Michigan University. The northeast regional center is located on the campus of Saginaw Valley State College where offices are also provided for the University of Michigan and Central Michigan University.

Another office serving this region is located in Flint. The center serving the northwest region is located on the campus of Northwestern Michigan College in Traverse City. The Upper Peninsula regional center is located in Marquette and it also provides offices for the Cooperative Extension Service.

There is an assistant dean as coordinator for continuing education in each of the colleges of the university. These persons in 1976-77 were jointly responsible to the deans of the colleges and the director of continuing education services (acting dean—Office of Lifelong Education Programs).

The continuing education effort of Michigan State University is extensive, and the adult part-time student has many opportunities to earn credit and degrees. On the campus in East Lansing in the fall of 1975-76, 3,613 enrollees in the undergraduate programs were 24 years of age or older. This is about 10 percent of the on-campus undergraduate population.

While this study concerns credit and degree earning opportunities it is to be remembered that many adults find their continuing education needs can best be met through non-credit offerings. In 1975-76 there were 43,380 registrations in 630 non-credit conferences and meetings.

There were 6,412 registrations in 301 non-credit courses. These figures show a remarkable increase over those reported for 1970-71 when there were 2,346 registrations in 83 non-credit courses. The 1975-76 statistics do not include registrations for events sponsored by the Cooperative Extension Service.

In credit classes offered through the Continuing Education Service there were 16,452 registrations (13,347 for graduate credit) recorded in 1,011 off-campus courses. In 198 overseas credit courses there were 2,671 registrations (1,678 for graduate credit).

Overall expenditures for the Continuing Education Service in 1975-76 were $6,468,741. Of this amount $3,098,382 was provided through state appropriations and $127,344 was in federal grants and other support. The remainder was made up in fees charged participants.

The citizens of Michigan have a number of continuing education opportunities available to them through 31 publicly supported community colleges, 13 state colleges and universities and 53 private postsecondary institutions.

RESIDENCY REQUIREMENTS

Bachelor's Degrees

To earn a bachelor's degree a student must complete one year's work, usually the year of graduation, in courses given by Michigan State University. By petition a senior may receive permission to transfer 15 of the last 45 quarter hours of credit (provided other degree requirements have been met). At least 40 hours must be earned on the East Lansing campus after the student reaches junior standing. Thirty credits must be earned in the major in the college in which the degree is to be earned. While most baccalaureate programs require 180 quarter hours, the bachelor of fine arts requires 189; school music and music therapy degrees require 225; College of Engineering degrees require 180 exclusive of R.O.T.C. credit; the nursing baccalaureate requires 194; and landscape architecture requires 192. A 2.00 (C) grade point average is required for all bachelor's degrees.

In cooperation with Northwestern Community College a baccalaureate degree program with a thematic thrust, "America in the Twentieth Century World," was developed by the College of Arts and Letters and offered at the Traverse City Center. This program was developed as a "Two-Plus-Two" arrangement with the first two years of work provided by the community college and the last two years of work provided by Michigan State University. The campus residency requirement was waived for this program.

Master's Degrees

The degrees master of arts, master of arts for teachers, master of music, master of science, and master of labor and industrial relations all require 45 quarter hours for completion. The master of business administration requires 56 hours. The master of fine arts requires 90 hours and the master of fine arts in theatre requires 75 hours. The master of public administration requires 54 hours. The master of social work requires 85 hours. The master in urban planning requires 90 hours. The programs for master's degrees (master of arts) in the Departments of Counseling, Personnel Services and Educational Psychology require 60 credits and the program in history of art requires 52 hours.

A minimum of nine hours must be earned in residence on the East Lansing campus. The campus residency requirement has been waived for the overseas program and for the M.B.A. program in Detroit. The waiver will be reviewed in 1978.

ASSOCIATE DEGREES

Michigan State does not offer associate degrees.

FEES

Students are assessed fees on the basis of the credit value of the courses carried and on the basis of state residence.

Undergraduate Fees

The undergraduate fee is $19.50 per quarter hour for freshman and sophomores, $21 for juniors and seniors.. There is a minimum charge of $58.50 (three credits) for freshman and sophomore and $63 for junior and senior residents of Michigan. The fee is $42.50 per quarter hour for freshmen and sophomores and $44 for juniors and seniors (minimum $127.50 and $132 respectively-3 credits) for non-residents.

Graduate Fees

Residents of Michigan pay $26 per credit hour (minimum $78 - 3 credits), and non-residents pay $49 per credit hour (minimum $147 - 3 credits) for graduate work.

Off-Campus Classes

The off-campus credit course rate in 1976-77 was $28 per quarter hour and the rate applied to both residents and non-residents of Michigan.

Fees for Persons Over Age 60

Persons 60 years of age and older may enroll in some Evening College (non-credit) courses without payment of fees. They are admitted on a space available basis. Consideration is being given to the extension of this privilege for other courses including credit courses offered in evenings, on Saturdays and at the centers.

STUDENT CLASSIFICATIONS AND APPLICATION OF CREDIT TOWARD DEGREES

Part-time Undergraduate Student

Generally undergraduate students carrying fewer than 12 hours are considered to be part-time students. Credit earned as a part-time student (if appropriate to the degree program) may be applied toward a degree when the student is admitted to degree candidacy.

Part-time Graduate Student

Graduate students at the master's degree level carrying fewer than nine quarter hours are considered to be part-time graduate students. Credit earned while in this status (if appropriate to the degree program) may be applied toward a degree when the student is admitted to degree candidacy.

Guest Student Classification

Students regularly enrolled at another institution may request admission as a guest. Such students must have earned a C average on all work attempted. They may not be on probation, and must be readmissable to the institution in which they are enrolled. Guest students must forego enrollment for at least one term before reapplying in this classification or as degree candidates. Exceptions may be made through a petition process.

Non-Degree Graduate Student Status

Persons who have baccalaureate degrees and who wish to undertake further study without intending to earn a master's degree may be admitted as non-degree graduate students. Departmental limitations may prohibit registration in non-degree status on the East Lansing campus. For the master's degree the student must earn the last 30 hours in a classification other than non-degree. Credits earned as a non-degree student may apply toward a master's degree if appropriate to the degree program.

COUNSELING AND ADVISING

In accordance with the twelfth recommendation of the 1973 report of the Task Force on Lifelong Education a resource and referral service for adults has been established. The service provides information regarding: entry and re-entry to the university; the transfer of credit; residency requirements; counseling services; placement services; and programs of study. A toll-free phone service is planned in cooperation with other campus academic and service units.

The service operates through the office of the Assistant Dean of Lifelong Education Programs. In the fall of 1976 there were-three part-time volunteers in this activity on the East Lansing campus.

The Continuing Education Service and the University Counseling Center cooperatively provide counseling services for adults. A fee of $100 is charged those wishing an assessment interview, testing and two subsequent interviews. A fee of $25 is charged those wanting the assessment interview only. Three counselors, all professors, provide the service. The service is self-sustaining, and the counselors are paid on a fee per service basis. Counseling sessions are provided on Saturdays and in the evenings on the East Lansing campus. About 40 persons were served in 1975-76. Continuing Education Service staff members and the assistant dean of lifelong education programs provide additional academic, information resource and referral services but there is no extension of Counseling Center services for adults at sites other than East Lansing.

SPECIAL CLIENTELE PROGRAMS

There are no especially designed degree programs for such persons as the disadvantaged, women, prisoners, or others. It is possible to pursue a baccalaureate degree with a thematic concentration in women's studies. Through the Mildred B. Erickson Fellowship program part-time students who are women may receive fellowship assistance so that they may undertake four quarter hours of study (graduate or undergraduate) with the award providing tuition costs.

Through the Continuing Education Service a number of not-for-credit offerings are available to meet limited vocational and professional objectives. A course, "Potentials and Perspectives—Self Discovery," is offered on a non-credit basis in the Evening College for women. Persons over 60 years of age may enroll in some Evening College not-for-credit courses without payment of fees. A sub-carrier channel of the university's FM radio facility is used to provide services for the sight-handicapped, but courses for credit are not offered this group.

CONTINUING EDUCATION UNITS (CEU)

A Continuing Education Unit, by definition, may be awarded for each ten contact hours of participation in an organized not-for-credit continuing education experience under responsible sponsorship, capable direction and qualified instruction.

In 1975-76, Michigan State University awarded 89,500 CEUs to participants in non-credit offerings. The total represents 895,000 hours of instruction.

ASSOCIATE DEGREE PROGRAMS

Michigan State University does not offer associate degree programs.

The Institute of Agricultural Technology has nine certificate programs which require 12 months of intensive classroom and laboratory work and six months of placement training.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

A maximum of 45 quarter hours of credit may be earned through the College Level Examination Program examinations.

General Examinations

Three hours of credit may be earned through the English Composition examination and four hours of credit may be earned through the humanities, natural science and social sciences-history examinations. No credit is awarded for the mathematics examination and credit is not awarded for the essay examination in any of the five examination areas. To earn credit the student must score at or above the 65th percentile (national norms).

For scores between the 50th and 64th percentile there is granted a waiver of one course requirement in each of the five areas.

Subject Examinations

A waiver of course requirements is allowed for scores between the 50th and 64th percentile (national norms), by the appropriate college or department, for the following subject examinations: introductory accounting, biology, introduction to business management, introductory calculus, general chemistry, college algebra, college algebra-trigonometry, elementary computer programming fortran IV, introductory economics, hematology, microbiology, statistics and trigonometry.

For scores at or above the 65th percentile, credit is awarded by the appropriate college or department as follows: introductory accounting, Afro-American history, American government, American history, biology, introduction to business management, general chemistry, elementary computer programming fortran IV, computers and data processing, introductory economics, educational psychology, geology, history of American education, human growth and development, analysis and interpretation of literature, clinical chemistry, hematology, microbiology (with past experience), general psychology, introductory sociology, statistics, tests and measurements, and western civilization.

It is interesting to note that in 1970-71 credit was awarded for only five of the CLEP subject examinations, and a course requirement was waived for only one of the subject examinations. In that same year students had to score at the 90th percentile (national norms) to receive credit for the general examinations.

ADVANCED PLACEMENT EXAMINATIONS

College Extrance Examination Board Advanced Placement Examinations (CEEB-AP)

There is no limit to the amount of credit a student may earn through CEEB-AP examinations, and as many as 68 quarter credit hours had been awarded a student as of 1975-76.

Michigan State University

Credit or a waiver of course requirements is provided by the appropriate college or department for the examinations. The amount of credit is indicated below:

Examination	Score	Credit or Waiver
American History	3 - 5	8 credits
	2	Waiver - 2 courses
Biology	4 - 5	12 credits
	3	Waiver - 3 courses
Chemistry	4 - 5	11 credits
	3	5 credits
English	4 - 5	9 credits
	3	6 credits
	2	Possible waiver or credit
European History	3 - 5	8 credits
	2	Waiver - 3 courses
French and Spanish	5	Exam Read for Credit
	4	12 credits
	3	8 credits
	2	Waiver 3 courses
	1	Waiver 3 courses
Latin	5	15 credits
	4	13 credits
	3	9 credits
	2	Waiver 3 courses
	1	Waiver 3 courses
German	1 - 5	All Exams Read for Credit
Mathematics	AB-4-5	10 credits
	AB-3	Exam read for credit or waiver
	AB-2-1	Credit by further examination
	BC-3-5	10 credits
	BC-2-1	Credit by further examination
Physics	C-Mechanics 3 - 5	4 credits
	C-Electricity 3 - 5	4 credits
	C-Either Part 2 - 1	Exam Read by Department
	B-4-5	9 credits
	B-1-3	Exam Read by Departments
Music		None

Examination	Score	Credit or Waiver
Studio Art	3 - 5	3 credits
	2 - 1	None
History of Art		None

INDEPENDENT STUDY EXAMINATIONS

The general education requirements for baccalaureate degrees are successfully met by passing courses in four areas: American thought and language (nine hours); natural science (12 hours); social science (12 hours); and humanities (12 hours). These requirements, which are the same for the residential colleges (except for a different sequence of courses to meet the social requirement in James Madison College), may be met by successfully passing examinations (class attendance not required).

The student takes an independent study examination and if the student receives a grade of C (2.0) the requirement to take the course is waived. If the grade is B (3.0) or above, the student may elect to take credit and the grade is entered on the transcript, however, there is a charge for each hour of credit so earned at the current applicable resident or non-resident tuition rate. There is no charge for the examination. Students who do not earn credit, but who do earn waivers of course requirements, are required to earn 180 credit hours for bachelor's degrees—they simply have earned the right to take advanced courses and to be excused from one or more general education courses. Part-time students whether registered for courses or not are allowed to take the independent study examination. Waiver or credit results are kept on record so that an individual who is not registered may apply for registration subsequently, pay for the course and receive credit later. If registered he/she may also elect to change from waiver to credit, if eligible, and pay for the credits at some later period. The examinations are given only on the East Lansing campus but exceptions have been arranged for persons who have specific problems in coming to campus.

ARMED SERVICES TRAINING SCHOOL COURSES

There is no limit to the amount of credit that may be earned through armed forces training schools. The university awards credit on the basis of the American Council on Education's *A Guide to the Evaluation of Educational Experience in the Armed Services.*

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) COURSES

Dantes courses are treated as correspondence study courses, and as much as 45 quarter credit hours may be earned.

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ARMY HELP FOR EDUCATION AND DEVELOPMENT (PROJECT AHEAD)

Michigan State University does not participate in Project Ahead.

SERVICEMEN'S OPPORTUNITY COLLEGE (SOC)

Michigan State university participates in SOC.

CREDIT FOR COURSES LISTED IN AMERICAN COUNCIL ON EDUCATION'S GUIDE TO EDUCATIONAL PROGRAMS IN NONCOLLEGIATE ORGANIZATIONS

In the fall of 1976-77 the university did not award credit on the basis of the recommendations in the ACE *Guide to Educational Programs in Noncollegiate Organizations.* The university had not developed a policy in this regard.

EXTERNAL DEGREES

The Michigan College of External Studies

Two C.I.C. universities, Michigan State University and the University of Michigan, are members of the statewide Coordinating Council for Continuing Higher Education (CCCHE). Other members are Central Michigan University, Grand Valley State Colleges, Michigan Technological University, Saginaw Valley College, Western Michigan University, Eastern Michigan University, Lake Superior State College, Northern Michigan University, Ferris State College, Oakland University, and Wayne State University.

The coordinating council was created by action of the Michigan Council of State College Presidents (MCSCP).

In November, 1970, the presidents' council requested the coordinating committee to prepare a plan for a consortium through which an external degree could be offered. The CCCHE proposed the establishment of a Michigan College of External Studies.[4]

The plan proposed a campus-less institution to utilize the resources of participating institutions and which would be authorized to award associate degrees and bachelor's degrees in liberal studies.

The Michigan Council of State College Presidents received the recommendation and determined that a study be undertaken to further explore the ramifications of the proposal. In December, 1971, they set the goals for such a study as follows:

1. Conduct a survey of all off campus coursework currently offered by MCSCP institutions.

2. Determine from the survey findings to what extent the combined offerings of MCSCP institutions constitute a degree program.

3. Identify a model for an external Bachelor of General Studies degree given the resources available among the MCSCP institutions.[5]

The presidents agreed that such a degree program should:

1. Be a non-specialized instructional program leading to a degree in general studies.

2. Be statewide in scope so that qualified residents in every part of the State might have access to the degree program.

3. Allow a student to earn a degree without ever having to complete on-campus coursework.

4. Allow credits earned through any institution participating in the program to be applied to degree requirements.

5. Involve maximum use of non-traditional instructional delivery systems.[6]

Patricia S. Faunce undertook the study, and her report was presented to the presidents in 1975. The following are her recommendations:

1. Recommend A Bachelor of General Studies external degree be offered among the MCSCP institutions.

2. Recommend: The off-campus, evening, and Saturday activities available to undergraduates for credit as offered through both the continuing education and extension divisions and the regular instructional programs be used in the Bachelor of General Studies (BGS) external degree program.

3. Recommend: The Presidents of the MCSCP institutions bring together the academic officers and the directors of continuing education and extension divisions to develop a plan for the implementation, coordination, administration, and continual development of the BGS external degree program.

4. Recommend: Vigorous, sincere, and constructive cooperation among the MCSCP institutions. Due to the breadth of offerings and the variables associated with their availability as well as the limited cooperative efforts currently in existence, the BGS degree is doomed to failure without such cooperation.

5. Recommend: a. The most flexible and adaptable BGS external degree model possible be offered . . . In this model, neither distribution nor concentration requirements are required. A BGS student:

   (1) Must complete 180 quarter (120 semester) hours; 30 quarter (20 semester) hours of these may be drawn from courses not normally credited toward a liberal arts degree.

(2) Must complete 75 quarter (50 semester) hours in Upper Division courses.

(3) Must have an overall grade average of C or better in the 180 quarter (120 semester) hours presented; and must achieve a C average grade or better in the 75 quarter (50 semester) Upper Division hours.

(4) Is encouraged, in his program planning, to consider liberal education objectives, and to develop his own means of achieving these general objectives . . .

b. Alternative Recommendation: . . . Requirements 1, 2, 3, and 4 would remain the same. A fifth requirement would be:

(5) Must complete General Education requirements in the following four areas through either lower or upper division level courses:

a. Social Science (8 semester or 12 quarter hours)

b. Natural Science and Mathematics (8 semester or 12 quarter hours)

c. Humanities (8 semester or 12 quarter hours)

d. English (includes English Composition) (6 semester or 9 quarter hours)

In categories 1, 2, and 3 activities must be taken in more than one academic discipline.

6. Recommend: No on-campus residence requirement, i.e., no hours required to be completed in residence.

7. Recommend: Mutual respect be expressed for the academic integrity of MCSCP institutions to facilitate flexible and nonpunitive acceptance of credits among the MCSCP institutions and to the member institutions offering the BGS external degree.

8. Recommend: a. Recognition of the resources available to the BGS external degree through the community colleges across the State of Michigan which would enable the community colleges to provide lower division activities for the BGS external degree program.

   b. Respect be expressed for the academic integrity of the community colleges to facilitate acceptance of credits from the community colleges by the member MCSCP institutions offering the BGS external degree.

9. Recommend: The establishment of a system whereby credits from the on-campus regular instructional program offerings of the MCSCP institutions can be applied toward the BGS external degree.

10. Recommend: The establishment of a system whereby credits from non-MCSCP institutions can be transferred and applied to the BGS external degree.

11. Recommend: Extensive development and wide use of other education alternatives for earning college credit, including, but not limited to, proficiency examinations and life experience credit.

12. Recommend: Extensive development and wide use of instructional techniques or delivery systems especially suited to an external degree. These techniques include, but are not limited to, learning packages; closed circuit and broadcast TV; closed circuit and broadcast radio/audio; work-study and internships; field study, workshops and institutes; travel-study, correspondence; and independent study (i.e., directed study, special readings, special studies, tutorial studies).

13. Recommend: Development of more activities in the subject categories of Social Science, Verbal-Linguistic and Humanities, and especially Science and Mathematics.

14. Recommend: Study of the 15 counties with no activities and the 42 counties which each have less than one percent of the activities to see if opportunities for participation in the BGS external degree would be available to members of those counties who so desired to seek such a degree.

15. Recommend: Utilization of existing facilities throughout the State of Michigan in the implementation of an external degree program, e.g., for advising and counseling, registration, distribution of BGS external degree program materials, resource centers, etc. Such facilities include, but are not limited to, regional centers, community colleges, high schools, libraries, and so forth.

16. Recommend: A Master's degree in general studies be offered among the MCSCP institutions.

17. Recommend: Full funding for effectiveness be appropriated: (a) to mount and sustain a highly effective on-going evaluation of the external degree program(s); and (b) to hire and sustain a highly effective evaluation staff both in numbers and competencies.[7]

The model proposed in recommendation number 5 "is similar to the Bachelor of Elected Studies (BES) offered by the University of Minnesota in which neither distribution nor concentration requirements are required."[8] The alternative suggested in recommendation number 5 modifies the model by adding general education requirements. Ms. Faunce further recommended that work proceed to a second stage in which a consortium structure be determined and that decisions be reached concerning: costs; admission requirements and procedures; registration procedures; advising and counseling; faculty loads and participation in the program; and advertising and recruitment.[9]

As of the fall of 1976, the proposal had not been implemented, and work on the proposed second stage had not begun.

The State Board of Education had, however, named a task force to study the question of external degree programs. The task force authorized a study to provide data on programs, policies, and attitudes concerning baccalaureate level external degrees in the four-year public colleges and universities. Such a study was prepared by Robert Cares and Lynn Johnson and submitted on October 6, 1976, to the task force.

In the fall of 1976 the task force seemed likely to make one of three recommendations: (1) there should be no external degree program; (2) there should be created a state institution for the purpose of awarding external degrees, such as Thomas Edison College in New Jersey or Empire State College in New York; or (3) an external degree program should be developed through inter-institutional planning, cooperation and coordination.

Graduate Degrees

The residency requirements for master's degrees has been waived for students who do their work at sites designated "resident centers." The master of business administration degree may be earned in the Detroit area and at Benton Harbor. The master of science in electrical engineering and in mechanical engineering have also been available in Benton Harbor, but these degree programs and the M.B.A. were to be phased out in 1977-78 according to plans projected in 1976-77.

The College of Education offers master's degree programs in Lakenheath, London, and Upper Heyford, England; The Hague, Netherlands; Brussells and Antwerp, Belgium; Jakarta, Indonesia; Clark and Subic, Philippines; Yokota, Yokohama, Atsugi, Yokosuka, and Zama, Japan; Kadena and Makimato, Okinawa. The nine quarter credit hour residency requirement has been waived for the master's degree at these sites. The waiver will be reviewed in 1980.

Bachelor's Degrees

Northwestern Michigan College–M.S.U.–Bachelor of Arts–Traverse City

The Continuing Education Service in cooperation with the College of Arts and Letters has worked out an arrangement through which a bachelor's degree (B.A.) with an emphasis in the humanities may be completed at Traverse City on the campus of Northwestern Michigan College—a community college. The program builds on the associate in arts degree (or its equivalent). In this "two-plus-two" arrangement the last two years of work are provided by the university. The on-campus, East Lansing, residency requirement has been waived.

To complete the degree a student must have met the university's general education requirement (45 quarter hours); must earn 45 hours in junior-senior level courses applicable to a B.A. with a humanities major; earn no less than 54 quarter credit hours from the College of Arts and Letters (or their equivalent from an accredited university or college other than Michigan State University) including at least 12 hours in each of the following—language and literature; history, philosophy and religious studies; theatre, music and art—with a minimum of 24 credits in one of the fields and 45 credits in these fields in upper division courses; earn 36 quarter hours of credit in courses offered by the College of Natural Science, College of Social Science and University College (or their equivalents in accredited colleges and universities) with at least nine credit hours from each of the three colleges and nine credit hours in electives; earn 180 quarter hours in total with a 2.0 (C) grade point average.

In 1976-77 it was planned to offer a sequence of 45 three credit courses at Traverse City over a four to five year cycle.

The degree program has as its theme, "America in the Twentieth Century World."

COMPETENCY BASED DEGREE PROGRAM

Through Justin Morrill College a competency based bachelor of arts degree program has been developed. In this format the building blocks for achievement of a degree are not credit hours. The underlying assumption is that persons educated at a particular level, in this case the baccalaureate level, are able to demonstrate certain competencies.

The following describes the Michigan State University Justin Morrill College program:

Introductory Background

In April, 1974, the MSU Venture Fund, operating on a grant from the Ford Foundation, approved a proposal from Justin Morrill College for a three year pilot program for thirty students to develop and test a method of certifying the attainment of a liberal education at the Bachelor of Arts level by people older and more experienced than the normal undergraduate population. The basis of certification for this degree would be the demonstration of the competencies (rather than the attainment of "credits") determined by the faculty to be the essential attributes of a liberally educated person. The program was intended for people who have been able to acquire through their work and community involvement activities and training and private study many of the competencies usually associated with a liberal arts degree.

Program Development

Early in the program development phase of the project it was decided that the primary focus would be on certification of competencies. The project would not focus on providing a curriculum by means of which competencies can be developed, but rather on providing a set of assessment procedures for certifying educational attainments and an advising system to assist people in preparing for the prescribed assessment procedures for certifying educational attainments and an advising system to assist people in preparing for the prescribed assessment procedures. Existing learning resources will be identified to assist students in developing these competencies and the need for additional learning resources will be determined.

The set of competencies identified for the program was adapted from the work of Paul L. Dressel (in College and University Curriculum, McCutchan Publishing Corporation, Berkeley, California, 1971, Second Edition):

1. The student knows how to acquire knowledge and knows how to use it.

2. The student has a high level of mastery of the skills of communication.

3. The student demonstrates an awareness of his own values and those of others.

4. The student functions effectively in groups as a leader and as a follower and is aware of his/her strengths and weaknesses as a group member.

5. The student has knowledge of a broad range of contemporary events, is capable of analyzing them, able to develop and defend a position in connection with an event, develop, carry out, and evaluate a plan of action in the public realm.

6. The student is able to integrate his/her knowledge, skills and awareness of values.

Admissions Status

A student applies to the program by filling out an information form, securing relevant transcripts, taking the MSU Orientation Placement Tests in reading and math, and developing and submitting a portfolio of materials (based on personal history and work experience) described in "Guidelines for Admission Material Development." Each applicant is reviewed by an admissions committee which arrives at a rating for the applicant based largely on objective data. The criteria used are M.S.U. Orientation Placement Tests, high school and previous college GPA's, the depth and breadth of the major knowledge area, evaluation of the level of writing competency, community involvement, work experience, and any assessments that can be made of levels of competency in the areas required by the program. Upon acceptance by the committee, the student is recommended to the MSU Admissions Office where, after the concurrence of the Admissions Staff, the student completes regular admission or readmission procedures and is enrolled as a Justin Morrill College student. Enrollment under independent study numbers is used as a fee collection mechanism to pay for faculty time in advising the student and in assessment procedures.

As of Winter Term, 1976, all thirty students will have been admitted to the program and will be in various stages of competency demonstration.

Program Operation and Assessment Procedures

Upon admission, a student works with the program director to plan an overall program. This includes an initial assessment of in-coming competencies in which the director arranges for an appropriate expert assessor in sub-competency areas in which the student can immediately demonstrate competency (e.g., written communication, oral communication, group leadership). The actual certification of the competencies is done by assessors, not the director, and the records are kept and coordinated by the manager of the Assessment Center.

After the initial assessment phase, the director helps the student plan three projects through which all or most of the remaining sub-competencies will be demonstrated and learning contracts are written, including time estimates for completion of various stages of the projects. The student plans, carries out and evaluates a major project (demonstrating a knowledge area roughly equivalent indepth and breadth of knowledge to that of an undergraduate major, plus various other sub-competencies), a community involvement project (demonstrating the ability to analyze a contemporary event and to plan, execute and evaluate a course of action in relation to such an event, along with various sub-competencies) and an autobiographical project (demonstrating the ability to integrate one's knowledge, skills and understanding of values in a meaningful way).

The role of the program director is to help the student in the early stages of planning of the projects, to make contacts with advisors who are relevant experts to work with the student in the development of the project and to set up an assessment panel at the conclusion of the project, at which time the competencies to be demonstrated through the project are certified by competent assessors. The program director serves as the coordinator of the student's program and, along with the manager of the Assessment Center, keeps track of the student's progress. Progress evaluations and periodic structured interviews conducted by the manager of the Assessment Center serve to systematically monitor students' progress at each stage of their projects.[10]

The directors of the program have determined the following competencies to be demonstrated by those receiving the degree:

1. The student knows now to acquire knowledge and knows how to use it.

   The student should:

   A. Demonstrate that she/he understands the process of inquiry.
   B. Demonstrate that she/he acquires some knowledge in depth, and in the process applies the skills of inquiry.
   C. Be able to apply knowledge to some concrete personal or social problem.
   D. Demonstrate knowledge in a discipline or field other than that of the major inquiry.

2. The student should have a high level of mastery of the skills of communication.

   The student should:

   A. Be able to write papers which are clear, well organized, well developed, and free from serious mechanical errors.
   B. Be able to provide an adequate summary of fairly sophisticated written material.
   C. Be able to make oral presentations which are clear, well organized, well developed, free from serious grammatical errors, and employ appropriate voice and non-verbal techniques.
   D. Be able to summarize formal and informal spoken messages accurately.
   E. Be able to construct and interpret simple charts, graphs, and tables encountered in daily life.
   F. Be able to recognize, interpret, and understand various forms of nonliteral communication and how they function in communication.

3. The student should demonstrate an awareness of his own values and those of others.

   The student should:

   A. Be able to identify personal values.
   B. Be able to describe the development of personal values.
   C. Demonstrate awareness of the potential influence that his different values may have on his behavior.
   D. Be able to describe value systems other than his own.
   E. Be able to identify values held in common between himself and two reference groups.
   F. Be able to identify factors influential in shaping or supporting the development of values he has identified as held in common with others.

4. The student functions effectively in groups as a leader and as a follower and is aware of his/her strengths and weaknesses as a group member.

The student should:

A. Demonstrate the ability to function as a leader in a group when that role is appropriate.
B. Demonstrate the ability to function as a follower in a group when that role is appropriate.
C. Demonstrate awareness of his/her strengths and weaknesses as a group member.

5. The student should have knowledge of a broad range of contemporary events, be capable of analyzing them, able to develop and defend a position in connection with an event, develop, carry out, and evaluate a plan of action in the public realm.

The student should:

A. Demonstrate knowledge of a broad range of contemporary events.
B. Demonstrate ability to analyze contemporary events.
C. Demonstrate ability to develop and defend a position in connection with an event.
D. Demonstrate ability to plan, execute and evaluate an action in the public realm.

6. The student is able to integrate his/her knowledge, skills and awareness of values.

The student should:

A. Be able to create and to describe a coherent, cumulative and integrative pattern within his/her educational experience.
B. Be able to identify and solve problems in the present by some consistent problem-solving strategy.
C. Be able to integrate his/her competencies into a pattern of learning applicable to his/her further development as an individual.[11]

In order to mesh the program with university record keeping procedures, credit equivalencies are ascribed to demonstrations of competency. This allows the registrar's office to chart student progress and allows for a student transcript analogous to those for students in other programs, yet reflecting the uniqueness of the program.

Student work is organized around the three projects. The major and minor knowledge areas are demonstrated through projects carried out or documented under the supervision of a university faculty member with appropriate academic credentials in the field of knowledge. There is a final assessment panel and the faculty adviser certifies the competency demonstration. For competencies other than those in the major and minor knowledge areas, most assessments are done by Justin Morrill College faculty members.

Students are allowed eight years in which to complete the degree. Students enroll for independent study credit to pay for faculty time in advising and in assessing and certifying competencies.

There is no residency requirement. The program involved 30 students in 1976-77. Students are carefully selected and it is believed most of those admitted will complete their degree requirements in one and a half to two years. Deficiencies in competency may be met in whatever learning mode seems appropriate—further formal class work, research, field experience, creative work and other individualized modes. "Major" and "minor" knowledge areas may be traditional, *e.g.* computer science, music, interior design, etc., or interdisciplinary, centering on such areas as affirmative action, ecology, etc.

The program has received grants from the Michigan State University Ford Foundation Venture grant in the amount of $67,000 in 1974 and $12,000 in 1975. Students were first admitted in April, 1975.

As of the fall of 1976-77, Michigan State University was the only C.I.C. University with such a degree program.

CONSORTIUM PARTICIPATION

Michigan State University offers courses at a number of off-campus sites, but it does not participate in consortium arrangements through which degree programs as collaborative efforts are provided part-time students.

The university and the University of Michigan are members of four consortia established under procedures agreed to by the Michigan Coordinating Council for Continuing Higher Education. These are at Birmingham, Saginaw, Grand Rapids and Traverse City. (For details see **CONSORTIUM PARTICIPATION**, University of Michigan, Appendix V.)

INDEPENDENT (CORRESPONDENCE) STUDY

The College of Business and the Graduate School of Business Administration, with a federal grant of $156,000, have developed an independent study program. This is not a credit program and Continuing Education Units (7) will be awarded for successful completion of the one course that had been developed as of 1976-77.

Another not-for-credit course has been developed in water-wastewater management. The course is delivered through the Continuing Education Service.

No courses for credit through correspondence study are available through the University.

Correspondence Study Transfer Credit

The university will accept up to 45 quarter hours of credit for correspondence study and other extension work in transfer from another accredited postsecondary institution provided the credit would be applicable toward a degree at the awarding institution. Correspondence study credit is not applicable toward master's degrees.

INDEPENDENT STUDY OTHER THAN CORRESPONDENCE STUDY

Courses numbered 299 and 499 in the catalog listings of the undergraduate colleges and 599 of the graduate professional colleges, and 899 and 999 in the graduate catalog are independent study or seminar courses. Arrangements to study in this manner are made between the student and the instructor. Such opportunities are available only to enrolled students on the campus in East Lansing or in the Overseas Graduate Study Program. Students enrolled in the competency based baccalaureate degree program of Justin Morrill College register for such study, and it is through this procedure that "credit" for demonstrated competencies is recorded on their transcripts.

OFF-CAMPUS CLASSES

Michigan State University has an extensive program of off-campus classes. In 1975-76 there were 1,011 courses for credit offered at sites within the state other than the East Lansing campus. In these courses 16,452 registrations were recorded, and of this number 13,347 were for graduate credit. In addition there were 198 credit courses offered overseas with 2,671 registrations of which 1,678 were for graduate credit.

In 1975-76 the university provided 82 credit courses for master's degrees in elementary and secondary education through its Graduate Education Overseas and Overseas Study Programs. Further, 68 courses were taught overseas for 815 undergraduate students by Michigan State faculty.

The tuition rate for off-campus courses offered at sites in Michigan in the fall of 1976 was $28 per quarter credit hour. The rate applied to both graduate and undergraduate courses.

The university offered 301 not-for-credit courses on and off-campus with an enrollment of 6,412.

Approximately 68 percent of the off-campus credit instruction is provided by members of the university faculty. Persons other than the university's faculty members who teach such courses must be approved by department heads on the East Lansing campus.

At one time Michigan State provided this program through a policy of having the Continuing Education Service contract with the departments for faculty services as a part of the teaching load. This proved unworkable in the face of fluctuating demand both on and off campus. Now 95 percent of the credit courses are provided on an overload pay basis which is based upon average salaries within various faculty ranks. The current rate of pay is 2.2 percent of the average salary per term (credit) hour. A per diem for food and an allowance for mileage is also paid.

Michigan State University courses are taught throughout the state on a response to demand basis. Coordination, determination of local needs, arrangements for contract courses with industries, school systems or other groups and arranging sequences of courses to meet student needs are all facilitated through the seven directors of regional offices of the Continuing Education Service (located in Traverse City, Grand Rapids, Marquette, Benton Harbor, Bloomfield Hills/Birmingham, Saginaw/Flint, and East Lansing).

In the 1976 session of the Michigan legislature that body determined that no distinction should be made between credit hours generated on the campus and credit hours generated in off-campus teaching. This meant that the state appropriation formula applied equally to on-campus and off-campus student enrollments on a full time equivalency basis. Previously off-campus classes were required to be largely self-supporting and faculty members were paid on an overload basis.

Courses offered on the East Lansing campus through the Continuing Education Service—*i.e.,* the campus as a regional center—may be considered to be "off-campus" offerings with the approval of the provost. Faculty may be paid for such courses on the same basis as if teaching off-campus. Courses not so designated by the provost, which may be offered on the campus in the evenings or Saturdays, are extended day courses and extra compensation may not be provided since students are counted for appropriations purposes.

The policy of charging $28 per credit hour for graduate and undergraduate courses off-campus was under review in the fall of 1976. The desirability of going to regular tuition rates and paying instructors on an on-load basis was being considered.

In the fall of 1976, 235 courses were offered in the seven regions of the state and 37 courses were offered overseas.

Credit Earned Through Off-Campus Classes

Except for the residency requirements (45 quarter credit hours for bachelor's degrees and nine quarter credit hours for master's degrees) which must be met on the East Lansing campus, credit earned through off-campus courses counts as degree credit. As many as 135 hours may be applied to a baccalaureate degree and 36 hours may be applied toward a master's degree.

EVENING CLASSES—SATURDAY CLASSES

Traditionally the offering of evening, Saturday and off-campus courses has been the responsibility of the Continuing Education Service, but the Lifelong Learning University concept has led to expanded course offerings on and off campus as a part of the responsibility of the colleges and other academic units in serving part-time students.

Michigan State University

In the fall of 1976, courses were available during evening hours in 64 areas of study at undergraduate and graduate levels (compared to 28 study areas in 1966).

University College (the college of entry for most freshman students) offered four courses, one in each of the four general education areas required for bachelor's degrees, on Saturdays in the fall of 1976. University College also offered evening courses on a two night per week schedule and so timed that a student could take two courses between 6:00 p.m. and 10:00 p.m.

P.M. Program – Justin Morrill College

Beginning in January, 1977, Justin Morrill College provided a baccalaureate degree program in which, for the first time, it is possible at Michigan State to earn the entire degree through attendance in evening courses. The program is especially designed for persons interested in politics, government and communications. Students take two courses per term and will be able to complete required work (122 hours) toward the degree in five years, and thereafter in two more years earn 58 credits hours of electives to make up the 180 total credit hours required in seven years overall.

The program features a field of concentration in public affairs communication, a field which combines courses in public affairs management, economics, mathematics, statistics, communication and computer science. It is especially appropriate for people working in politics or government, or for those who wish to increase their knowledge and understanding of these areas. In addition, students participate in Justin Morrill classes stressing interdisciplinary study and the development of skills in solving problems and working in groups.

Master's Degrees

A schedule of courses on a sequential basis makes it possible to complete all work for a master of business administration degree through evening or Saturday classes.

A master of public administration degree program is offered in downtown Lansing through late afternoon classes.

While extensive course offerings are available in education there is no apparent set pattern of courses in a sequence leading to a degree.

Evening College - Non-Credit Program

In 1975-76 the Continuing Education Service provided 170 non-credit courses through its Evening College. There were 3,311 enrollments.

ACCELERATED COURSES OR "MINI COURSES"

In addition to courses that are offered during the summer session in less than one quarter length formats, there are some credit courses offered for part-time students in shortened time frames. These are usually workshops that run for one or two weeks. Many five week courses are provided at the graduate level in the Graduate Education Overseas Program.

AUTO-TUTORIAL APPROACHES

The use of "packages" of materials and instructional media through which students move through course materials largely at their own pace and with little or no supervision has not been a feature of credit courses for the part-time student. No attempt has been made to equip classrooms or laboratories at sites away from the campus with multi-media materials through which the student is directed step-by-step in the learning experience.

COMPUTER ASSISTED INSTRUCTION

There are no courses for credit currently available to part-time students which employ the computer as the vehicle of instruction (either as the sole vehicle or as an augmenting resource).

COOPERATIVE PROGRAMS

Michigan State does not offer cooperative education programs in which part-time students may participate. (See **ASSOCIATE DEGREE PROGRAMS** above for certificate program in agriculture, which requires field placement work for completion of program.)

TAPE CASSETTE COURSES

No whole courses are available to part-time students on audio cassettes. Some whole courses have been video taped; however, these are not available on cassettes for home use.

RADIO COURSES

The university does not offer courses for credit through its radio broadcasting facilities. In 1975-76 an FM sub-carrier channel was used to provide continuing professional education courses in veterinary medicine. The sub-carrier service is also used for programs for the sight-handicapped.

Michigan State University

TELEVISION COURSES

The Michigan State "University of the Air" began in 1954 when the university first broadcast credit and non-credit courses over WKAR-TV, a new university owned and operated UHF (channel 60) television broadcasting facility. In 1958, the Federal Communications Commission granted permission to WMSB (Michigan State) and WILX-TV to use channel 10 (VHF) on a divided day basis, and the university surrendered its UHF license. However, in the fall of 1972 Michigan State again began operating its own ultra high frequency television station on channel 23, and it again is known as WKAR-TV. The institution has its own closed circuit system on-campus, and in calendar year 1975 some 64 whole courses were provided while an additional 330 courses were augmented by televised lectures, demonstrations, and the presentation by other materials.

In 1971-72 only 80 courses were augmented by television presentations. The 1975 statistics show a larger than 400 percent increase in such on-campus usage.

The University of the Air is a component of the Continuing Education Service. The unversity uses WKAR-TV to broadcast courses for credit—one or two each quarter. It has regularly provided credit for Sunrise Semester courses developed by New York University and presented over Columbia Broadcasting System stations.

Part-time students enrolled for University of the Air courses are regarded as off-campus class registrants. They may take courses for credit, not for credit, and for Continuing Education Units. Fees are $28 per quarter credit hour; $10 for non-credit registration; and $25 per CEU, *e.g.,* a three credit course may be taken for three CEUs at a charge of $75. During 1975-76, eight credit courses were offered, seven had non-credit enrollments. There were 45 enrollments for credit and 25 enrollments not-for-credit.

NEWSPAPER COURSES

Michigan State did not offer courses by newspaper in 1975-76.

ELECTROWRITER COURSES

The university does not currently use the Victor Electrowriter for transmission of courses for credit.

NOTES

1. Clifton R. Wharton, et al., *A Better Life,* Preliminary Report of the Task Force on Lifelong Education, Michigan State University, October, 1972 (unpublished).

2. William R. Wilkie, et al., *The Lifelong University,* Report of the Task Force on Lifelong Education, Michigan State University, 1973.

3. *Ibid.,* pp. 18-55.

4. See Robert F. Ray, *University Credit and Degree-Earning Opportunities for Adults,* Report No. I, *The C.I.C. Study of the Non-Traditional Student* (Iowa City: Division of Extension and University Services, The University of Iowa, 1973), pp. 106-112.

5. Patricia S. Faunce, "The Feasibility of an External Degree Program Among the Member Institutions of the Michigan Council of State College Presidents," 1973 (unpublished), p. 57.

6. *Ibid.,* p. 58.

7. *Ibid.,* pp. 69-73.

8. *Ibid.,* p. 39.

9. *Ibid.,* p. 74.

10. "The Justin Morrill College Venture Program: A Competency Based Liberal Arts Degree Certification Program," unpublished document provided by Dr. Mary Jim Josephs, Director, Venture Program, Michigan State University.

11. *Ibid.*

Appendix VII

UNIVERSITY OF MINNESOTA

INTRODUCTION

The main campuses of the University of Minnesota are in Minneapolis-St. Paul. Other campuses are located in Duluth, Morris, Crookston and Waseca. More than 51,000 students were enrolled on a full-time basis and more than 40,000 more were enrolled on a part-time basis in 1975-76.

The university has a 12 member board of regents, elected by the legislature. The university is headed by a president, provosts for the regional campuses and six vice presidents.

Continuing education and extension activities are headed by a dean of continuing education and extension who reports to the vice president for academic affairs.

The Cooperative Extension Service for Minnesota is located at this land grant university. It is administered through the Institute of Agriculture. The service does not provide courses for credit, and its operations are not considered as a part of this work. The service does provide non-credit continuing education programs related to agriculture, forestry and home economics.

This study is concerned with opportunities for adults—persons 25 years of age or older—who wish to earn college credits or degrees. How many of the more than 40,000 persons carrying fewer than 12 quarter hours of study are adults is not known. It is clear, however, that courses available to them are extensive in number.

While the focus here is upon credit courses and degrees, it is important to understand that many adults find their educational objectives best met through continuing education programs that are not for credit. Institutional reports for 1975-76 show the following (outside of offerings by the Cooperative Extension Service):

143,628	registrations in all credit and non-credit activities
38,976	registrations in non-credit conference, workshop and institute programs of which there were 399 offered.
443	registrations in non-degree credit correspondence study courses.

436 registrations in high school level correspondence study.

1,734 registrations in 48 credit conferences, institutes and workshops.

78,563 registrations in courses for credit at the undergraduate level.

6,846 registrations in courses for credit at the graduate level.

6,582 registrations in correspondence study for credit at the postsecondary level.

Overall expenditures for continuing education and extension in 1975-76 were $11,700,212. Of this amount $2,440,711 was provided through state appropriations and $806,059 was in federal grants and other support. The remainder was made up in fees charged participants. The programs offered in correspondence study and extension (off-campus, evening and continuing education for women) classes are designed to be self-supporting apart from some funds provided for administrative purposes.

In June, 1972, the Minnesota State College Board approved the establishment of an external degree program involving the six colleges in the state college system and the state's newest institution, Metropolitan State University, which has its headquarters in St. Paul. Metropolitan State is a "campus-less" institution providing upper division supervision of work leading to bachelor's degrees. Through these institutions, a state system of community colleges and the University of Minnesota, the citizens of the state have many opportunities for continuing education.

RESIDENCY REQUIREMENTS

Bachelor's Degrees

On November 29, 1973, the University Senate passed a regulation which eliminated all on-campus residency requirements for undergraduate degrees.

The regulation is as follows:

> **Minimum University credit for Undergraduate University degrees.**
>
> To be eligible for a University of Minnesota degree, a student must present 45 credits awarded by the University of Minnesota. Of the last 45 credits earned prior to the award of a University degree, 30 credits must be awarded by the University. All credit awarded by the University, regardless of the type of instruction, and regardless of the University unit through which the credit is offered, shall count toward the credit requirement for the degree. This policy replaces the previous "residence credit" requirement.
>
> Courses may be taught for credit, for no credit, for "certificate credit," or for "entrance credit" as they now are.

The faculty of the appropriate degree-granting college will, through the established curriculum review procedure for that college, determine which courses shall carry University credit. In addition, each college may indicate for its students what maximum or minimum number of credits in which types of instruction shall be permitted for its degrees.

The effective date for implementation of the policy is fall quarter, 1974.[1]

Associate Degrees

Of the 90 quarter hours of credit required for associate degrees, 45 must be earned in University of Minnesota courses wherever the courses are taken.

Master's Degrees

Master's degrees are of two types. The "A" plan requires a thesis and the "B" plan requires no thesis. Most programs require four to six quarters for completion. Three quarters in residence are required with the payment of full tuition. Two summer terms are the equivalent of one quarter for this purpose.

FEES

Students enrolled at the University of Minnesota paid fees in accordance with the following schedule in 1976-77:

	76-77 Quarter Fee		Credit Hour Fee	
	Resident	Non-Resident	Resident	Non-Resident
Undergraduate students in the College of Liberal Arts, General College, University College, Program in Dental Hygiene, and at the Duluth and Morris Campuses.	$ 221	$ 636	$ 18.50	$ 53.00
Undergraduate students at the Waseca and Crookston Campuses	201	556	16.75	46.50
Undergraduate students in the Colleges of Agriculture, Business Administration, Education, Forestry, and Home Economics	239	701	20.00	58.50
Undergraduate students in the College of Biological Sciences, Institute of Technology, and School of Nursing	255	751	21.25	62.75
Students in the College of Pharmacy, Department of Mortuary Science, Law School, and those doing graduate work in Dentistry and Veterinary Medicine	327	916	27.25	76.50

	76-77 Quarter Fee		Credit Hour Fee	
	Resident	Non-Resident	Resident	Non-Resident
Students in the College of Veterinary Medicine, School of Dentistry, School of Medicine (Duluth), and those doing graduate work in Dentistry and Veterinary Medicine	541	1366	45.25	114.00
Students in the Courses in Medical Technology, Physical and Occupational Therapy, School of Social Work (Duluth), and School of Public Health	286	781	24.00	65.25
Students in the Medical School and those doing graduate work in Medicine				
- 1 - 9 credits	271	683	No credit hour fee	
- 10 credits	541	1366	No credit hour fee	
- Post-M.D. Medical Fellow Specialist	136	136	No credit hour fee	
Students in Graduate School programs other than those noted above				
- more than 6 credits	286	781	No credit hour fee	
- 6 credits or less, or thesis only, or doctoral candidates in final quarter	143	391	No credit hour fee	
-Ph.D. candidates with 6 credits or less, or continuous registration	60	60		
Continuing Education and Extension	no quarter fee		16.50	1-2xxx courses
			17.50	3xxx courses
			18.50	5xxx courses
			28.50	8xxx courses
Independent Study Courses			15.50	1-3xxx courses
			17.00	5-8xxx courses
Summer Session			Fees announced in Summer Session Bulletin	

STUDENT CLASSIFICATION AND APPLICATION OF CREDIT TOWARD DEGREES

Adult Special Student Status-Undergraduate

Students who wish to take courses on campus in the day time to meet special needs may be considered for admission to the undergraduate colleges as "adult special students." Usually such persons are 24 years of age or older, or they may have already achieved a bachelor's degree. Adult special students are not candidates for degrees, but they may be admitted as degree candidates at a later time on the recommendation of a college, and credit earned as an adult special student will count toward a degree if it is applicable to the degree program. On the Duluth campus the term applied is "special" student instead of "adult special." Students who have been denied admission to a college may not register as an adult special student in that specific college.

Adult Special Student Status–Special Summer-Only Student Status–Graduate School Credit Application

Students do not enroll in the Graduate School as adult special students or as summer-only special students; however, work taken in the first quarter or summer session of enrollment by such a student may be applied toward a graduate degree if the student is later admitted to graduate degree candidacy.

Extension Student

Students enrolled in evening classes, or off-campus classes or independent (correspondence) study, including continuing education for women classes, are classified extension students. Students must have the prerequisites for the courses in which they wish to enroll, but otherwise there are no restrictions.

A young adult aged 12 to 16 may register in evening classes or off-campus classes for a fee of three dollars, if the youth is accompanied by an adult registered for credit or for no credit in the class. The adult must present a current registration receipt at the time the youth registers, and assumes responsibility for judging appropriateness of the course for the young guest. Credit is not awarded the young adults so registered.

Credit Accepted in Transfer from Accredited Institutions

Applicable degree credit for associate and baccalaureate degrees is accepted; however, at least 45 hours must be earned in University of Minnesota faculty supervised offerings. Nine hours of acceptable work may be transferred for master's degrees.

Credit awarded by another educational institution on the basis of experiential learning is not generally accepted in transfer except in certain cases in the General College or University College where the original work must be examined.

Credit Earned Through Extension Classes (Evening and Off-Campus Classes) and Independent (Correspondence) Study

Extension classes credit counts as resident credit; however, a student must have been accepted as a bachelor's degree candidate or an associate degree candidate before undertaking the last 45 quarter hours in completion of the degree's requirements.

Independent (correspondence) study credit may count in meeting the 45 quarter hour requirement for associate and baccalaureate degrees.

Except for what a student may earn in his or her initial term of enrollment as an adult special student, it is only after the student has been admitted to degree candidacy that credit may be earned toward a master's degree through extension classes, evening classes and off-campus classes. Then only 12 hours of such credit may be earned toward a master's degree.

The Graduate School has made exceptions to its "12 hour rule" concerning credit earned through extension classes, evening classes and off-campus classes. The 12 hour rule does not apply to:

1. 45 hour master's degree programs in mechanical and electrical engineering, offered during the day by the Institute of Technology, in which courses are provided through closed circuit television with receivers located in business establishments.

2. The master of arts in English degree which is provided through a sequence of courses in the Twin Cities area.

3. A complete master's degree program in geography. In this program extension registration is integrated with day school registration so that courses taught in the afternoons and evenings are taught as part of the regular teaching load of the professors involved. Students may register either through Continuing Education and Extension or the Graduate School. Work taken under the day school registration is not subject to the 12 hour rule.

The master of science in education degree, the master of agriculture (food science) and a master's degree program in public health are offered outside the Graduate School.

The master of business administration degree is offered during evening hours, but not through extension classes.

Apart from these exceptions, no more than 12 hours of extension class credit may presently be earned toward master's degrees by degree candidates even if the work taken is taught by a member of the University of Minnesota faculty in his usual classroom. As of April, 1977, the Graduate School has invited faculties to request exceptions to the 12 credit limit for specially planned degrees for part-time students.

COUNSELING AND ADVISING

Continuing Education and Extension has a staff for counseling and advising part-time students. The Counseling Department is headed by a director. The staff consists of an associate director

tor, four full-time counselors, four three-quarter-time counselors, two quarter-time counselors and three program advisers. In 1975-76 these persons provided services to 10,858 interested individuals. This is more than 4,800 more students than were served in 1971-72.[2]

Services are provided without fee to current and prospective extension students and to those in Continuing Education and Extension departments such as Continuing Education for Women, Community Programs and Independent (Correspondence) Study.

Professional counseling and testing services are available to those with personal problems; those that seek help in educational and vocational planning; and those who seek to learn more about their own abilities, interests and personalities. Those wishing to take a battery of tests pay a fee of $25 if they are students or prospective students and non-students pay a fee of $50 for testing services.

Academic advising is available to determine prerequisites and standing relative to courses and programs; to evaluate transcripts of previous work; to arrange for examinations for credit or advanced standing; and to handle other academic matters including help in selecting programs of study.

Services are available to veterans, and there are veterans' affairs counselors for extension classes.

Counseling is available four evenings per week throughout the year.

The University of Minnesota is among the leaders in American colleges and universities in the provision of special counseling and advising services for the adult part-time student.

SPECIAL CLIENTELE PROGRAMS

Continuing Education for Women

The staff for the Continuing Education for Women program consists of a director, an assistant director, a program director, a community program assistant, one full-time and two half-time secretaries. For 1976-77 the budget was $202,902. Income was anticipated at $145,000 and the remainder was provided in appropriated funds.

In 1974-75 registrations increased 35 percent over 1973-74, and in 1975-76 there was an increase of 10 percent over 1974-75. Registrations in 1973-74 were 2,500; in 1974-75 they were 4,183 and in 1975-76 they were 4,591, of which 1,235 were for credit courses and 3,356 were in not for credit offerings.

There are seven parts to the program:

1. Guidelines for Women courses—not for credit—which provide an orientation to educational opportunities and the world of work.

2. Regular courses for credit are offered in the daytime at convenient downtown Minneapolis locations. These are taught as off-campus classes.

3. Special year-long inter-disciplinary seminars for credit (nine or twelve quarter hours) are team-taught under the direction of a faculty coordinator. Subjects are of general interest such as "New Worlds of Knowledge" and "Ideas in America," as well as those of special interest to the group, *e.g.,* "Women in America." Six seminars were offered in 1975-76.

4. Neighborhood community seminars—not for credit—are arranged on the basis of meeting the needs of interests of women in a neighborhood. Faculty members are invited to make presentations. There are five to ten sessions. Faculty are paid on an hourly basis. Registration fees are from $30 to $60. The program has been recently expanded through cooperation with such groups as the Woman's Club of Minneapolis, the Minnesota Historical Society, the Minnesota Foundation of the Alumni Association of the university and the St. Paul Opera Association.

5. Through the "Brown Bag School" courses designed for working persons and presented over the lunch hour at business locations. In 1975-76 there were 973 people participating. The emphasis has been on courses applicable to the education level of the participants and increasing employment-related abilities and knowledge.

   As an outgrowth of the Brown Bag School other courses are offered on week-days after working hours and on Saturdays. CEUs are awarded for many of the programs.

6. In 1975-76 the "Math-Anxiety Program" was instituted. Both credit and non-credit courses are offered in cooperation with the mathematics department in the General College and the Institute ofTechnology. The program is especially for women who have been afraid of mathematics and have consequently not entered such fields as architecture, economics or business.

7. Special seminars are arranged for audiences of men and women on subjects of mutual interest. These are arranged in a variety of formats. A "retreat" kind of program may be arranged for married couples on weekends. Sunday evening seminars or Wednesday or Thursday dinner-and-discussion arrangements can be made. These non-credit programs usually extend over six sessions, and are designed for at least 20 persons. Faculty participants are compensated on a negotiated basis.

Continuing Education for Women has an advisory board of 40 women representing a cross section of community interests, and a sub-committee on women in business has been very active.

Counseling for women and program advising for part-time students are available through Continuing Education and Extension Counseling Service. Women are served directly by the program or directed to the service.

The Community Programs

Through the neighborhood programs the Department of Community Programs in Continuing Education and Extension offers credit courses in the Minneapolis-St. Paul area at two sites serving five neighborhoods designated as low-income areas. The neighborhoods have high percentages of non-white low-income families. The courses are provided on a tuition-free basis to residents of these designated neighborhoods at on-site community centers.

This program is supported by an annual appropriation of $169,394 to the University of Minnesota.

Supportive services including testing, study skills and counseling are provided. An advisory board helps in course selection.

Through the Department of Community Programs there is also offered a program in early childhood studies and a program for persons in the state prison at Stillwater, Minnesota. These are also credit course programs. (Upon completion of 45 credit hours in early childhood studies a certificate is awarded. Another certificate program in this area requires 90 hours).

In 1975-76 community programs generated 1,188 registrations in St. Paul and participants earned an estimated 4,395 credit hours (a full year equivalency of 98 students earning 45 credit hours each). In Minneapolis there were 1,501 registrations and 5,554 credit hours were estimated to have been generated for a student full-year-equivalency of 123. Early childhood studies had 211 enrollments earning 633 credit hours for a student full-year-equivalency of 14. At Stillwater there were 60 registered in credit and noncredit offerings generating 42 quarter hours of credit (about one full-year-equivalent student).

These "threshhold" programs are taught by regular members of the faculty and credit earned counts toward degrees.

Older Adult Program

The Older Adult Program is administered by a unit headed by a coordinator in Continuing Education and Extension. In 1975 the Minnesota legislature passed a law that makes all University of Minnesota courses open to persons 62 years of age and older at a charge of two dollars per credit hour. Such persons are admitted to courses on a prerequisites-met space-available basis. The over 62 year old may take courses on a not-for-credit basis without charge. The law applies to all offerings on-campus, off-campus classes, the women's program, conferences and other group instruction programs.

In this program Continuing Education and Extension works with agencies for the aging throughout Minnesota. Special credit and non-credit programs are being designed. Continuing Education for Women sponsors ten or so programs annually that are of special interest to the elderly. Continuing Education and Extension also has a cooperative program with St. Mary's College and Augsberg College providing continuing education for the older adult in the Cedar-Riverside community.

Tuition Assistance Program

Students are helped to bridge the transition from the lower division work offered in the community programs and other persons with low income are assisted through a tuition assistance program administered by Continuing Education and Extension.

The program is available to the elderly, welfare recipients, prisoners, persons who have suffered unusual financial reverses and others suffering such stresses. Persons beyond the 18-22 year age group are given priority consideration, but assistance has been afforded for part-time study to persons ranging in age from 18 to 69 each year since the program began in 1970-71.

A sliding scale is used to determine eligibility for assistance. It is based on monthly net income, number of dependents, and special expenses (*e.g.*, medical, dental, child care and health insurance).

To finance the program a fund of $5,000 was initially established in the dean's budget. When the amount was used up each quarter by payments to the extension classes budget, the extension classes budget reimbursed the dean's budget. This scheme proved workable, for the tuition assisted student was allowed to enroll only after ten other students had enrolled for a class (*i.e.*, its financial viability was assured).

From this beginning, steps were taken to have assistance funds provided by the state legislature. For 1976-77 the legislature appropriated $80,000 in assistance funds for this purpose. This is four times the $20,000 available in 1971-72.[3] This legislative funding made it possible for tuition-assisted students to register on an equal footing with the students who paid their own tuition.

In 1975-76, in addition to such aid, there were 1,735 registration fees waived (amounting to another $104,000). About 400 individuals each quarter received assistance.

Project Newgate

The University of Minnesota through Continuing Education and Extension and the General College offers opportunities for prisoners in the St. Cloud State Reformatory and in the Minnesota Metropolitan Training Center at Lino Lakes, Minnesota, to earn credit applicable toward degrees while still in prison or on the university campus upon being paroled (or placed on probationary status by a court). The program is called Project Newgate.

The concept was developed in Oregon originally and supported later in other states through Office of Economic Opportunity funding. The Minnesota legislature in 1975-76 funded the program to the extent of $136,000 for the University of Minnesota programs in the prisons and $54,250 for the on-campus program. These funds were supplemented by county support funds for persons on probation—to the extent of $66,000. In 1977-78 the funds will be appropriated to the Department of Corrections.

Inmates are provided counseling and a group therapy program and course work that prepares them for college classes. Extension classes and correspondence study courses are provided. Students who are paroled or on probationary status move into a half-way house near the campus and attend classes as would any other student.

Between 1970 and September, 1976, there had been 209 persons paroled or probationed to the half-way house. In that period 90 earned associate degrees and 12 earned bachelor's degrees. Seventy-five had completed 90 or more quarter hours, but had not met course distribution requirements for associate degrees. Others may have earned degrees elsewhere.

Project Newgate has other facets of service including a Women's Newgate which is a community sponsored program managed by a not-for-profit corporation. The half-way house is in downtown St. Paul and tuition and fees at the university are provided participants. Other programs are a Men's Vocational Newgate and a Newgate Youth Program and Newgate Field Services.

Independent (Correspondence) Study and Prison Inmates

Through a special legislative appropriation the fees for prisoners at Stillwater State Prison, St. Cloud State Reformatory and Shakopee Women's Reformatory are paid at the regular tuition rate for correspondence courses. In recent years the enrollment has averaged about 100 with 90 percent of the courses at the college level and ten percent at the high school level. This program has been in existence for about 15 years—the last ten at state expense and prior to that through contributions from the business community.

University of Minnesota

CONTINUING EDUCATION UNITS (CEU)

The University of Minnesota awards the CEU for some of its non-credit offerings. In 1975-76 there were 5,063.6 CEUs awarded, representing 50,636 hours of instruction.

ASSOCIATE DEGREES

Associate in Arts—General College

The General College A.A. degree offers a two-year program in liberal and general studies. Thirty of the 90 credits required for the degree must be earned in the General College. There are no required courses nor are there requirements for broad groups of courses; however, two broad examinations are required. The first, at entrance to the program, helps to identify areas of strength and weakness as the student embarks upon postsecondary level work. The second is taken as the student nears completion of the 90 quarter hour requirement and it covers the main curriculum areas of the college—natural sciences, social sciences, humanities and communication skills.

The degree can be completed through extension classes or correspondence study courses. Extension students are required to take only the second degree comprehensive examination. Courses are offered in Rochester as well as in the Twin Cities.

The General College also offers the A.A. degree with a number of occupational options including dental assisting, human services generalist, legal assistant, radiologic training, marketing, recreation and vocational teacher training areas of concentration.

Associate in Liberal Arts—College of Liberal Arts

This degree is equivalent to about half the requirements for a bachelor's degree, and it requires 90 hours of work.

Courses taken through extension classes and correspondence study are applicable. Students are urged to seek early counseling if they wish to achieve the degree entirely through such offerings.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

General Examinations

The College Level Examination Program has been established by the College Entrance Examination Board to enable individuals who have acquired their education in non-traditional ways to demonstrate their achievement. At Minnesota, students receive credit upon passing one or more of the general examinations, provided they have a satisfactory score and have not yet completed requirements in a certain area. The various colleges use different criteria in accepting results.

Subject Examinations

Ten subject examinations could be taken for credit in 1976-77. With the required score indicated in parentheses, the following subject examinations may be taken:

Human Growth and Development	(50)
Introductory Macroeconomics	(57)
Introductory Microeconomics	(57)
Introductory Marketing	(50)
Introductory Sociology	(58)
Money and Banking	(56)
Statistics	(50)
Biology	(55)
General Psychology	(50)

The general chemistry examination, if passed with a score of 56, yields ten hours of credit.

CLEP Transfer Credit

Transfer credit is allowed in accordance with the score requirements of the various colleges.

COLLEGE ENTRANCE EXAMINATION BOARD ADVANCED PLACEMENT EXAMINATIONS (CEEB-AP)

In general, scores of three on the CEEB-AP examinations do not result in the award of credit, but do allow enrollment for advanced courses.

On the biology examination a score of 4 or 5 results in eight credits in general biology.

Scores of 4 or 5 result in eight credits of either American or European history, depending on the test.

Scores of 4 and 5 in English are referred to the department of English for review and assignment of credit.

Foreign language examinations are sent to the department concerned for review. Evidence of competence beyond that usually found for the number of years of high school that the student presents results in five credits for each extra year of competence.

Scores of 4 and 5 on the mathematics examination result in five credits.

In chemistry and physics scores of 4 or 5 are referred to the department concerned and five credits are usually assigned.

DEPARTMENTAL EXAMINATIONS FOR CREDIT

Special Examinations for Credit

Currently registered students, including those in Continuing Education and Extension credit courses, may take departmental examinations for credit. Such tests are available for almost every course in the College of Liberal Arts curriculum, but require instructor and departmental approval. There is a fee of $20 for each examination (this is waived during the first quarter of college work or in the first quarter after at least one year's absence from college work for day school students only). If the examination is passed with a grade of C or better, credit is awarded. If the examination is not passed with a C grade no record is made.

There is no limit to the amount of such credit that may be earned except that such credit may not be applied to the 45 hour university credit requirement for undergraduate degrees.

In 1975-76 there were 141 enrollees in extension courses who earned credit by examination.

ARMED SERVICES TRAINING SCHOOL COURSES

The University of Minnesota does not automatically award credit on the basis of the American Council on Education's *A Guide to the Evaluation of Educational Experiences in the Armed Forces.* The College of Liberal Arts Veterans Office assists veterans in departmental reviews of prior military training courses on a case by case basis. A large number of departments awarded credit in 1975-76. In the fall of 1975 there were 22 departments awarding credit; in the winter quarter, 1976, there were 26 departments awarding credit; in the spring of 1976 there were 36 departments awarding credit; and in the summer quarter 22 departments did so. More than 300 student requests for review resulted in credit being awarded. The Veterans Office began to provide this service in January, 1975. The service was discontinued in December, 1976.

The Reserve Officers Training Corps program accepts the *Guide* recommendations for applicable courses in military science.

Military Language Schools

Credit is awarded, on the basis of official reports, for work in military language schools. For a 47 week course, 23 credits are given; for a 24 or 26 week course 15 credits are awarded.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) COURSES

All college level DANTES courses successfully passed are accorded credit.

SERVICEMEN'S OPPORTUNITY COLLEGE (SOC)

The University of Minnesota does not participate in SOC.

ARMY HELP FOR EDUCATION AND DEVELOPMENT (PROJECT AHEAD)

The University of Minnesota and all of the branch campuses participate in Project AHEAD. Through this program the student chooses an institution from which she or he hopes to be graduated. The selection is made prior to or during enlistment. The institution then provides advice concerning courses the student-enlistee may take during the enlistment and the applicability of credit so earned toward the educational objective.

CREDIT FOR COURSES LISTED IN AMERICAN COUNCIL ON EDUCATION'S GUIDE TO EDUCATIONAL PROGRAMS IN NONCOLLEGIATE ORGANIZATIONS

As of the fall of 1976 the University of Minnesota did not award credit on the basis of recommendations in the ACE *Guide to Educational Programs in Noncollegiate Organizations.*

CREDIT FOR EXPERIENTIAL LEARNING

The University of Minnesota is a participating member of the Cooperative Assessment of Experiential Learning (CAEL) Assembly. CAEL is a project in assessment of experiential learning jointly sponsored by the Educational Testing Service and a group of colleges and universities. Original funding was provided by the Carnegie Corporation.

Morris Keeton, first chairperson of CAEL, described its role and mission in July, 1974, as follows:

The Cooperative Assessment of Experiential Learning is a project in assessment. A number of other closely related tasks concern the CAEL institutions: student development, faculty development, program improvement, and the improvement of narrative transcripts are obvious examples. But the CAEL Project will not address these latter tasks except as they throw light upon the types of assessment most needed, the resources and contexts in which these assessments occur and should function appropriately, and the means by which the assessment findings might best be communicated and used. To identify and make more widely known the best practices in assessment of experiential learning is part of our work. To devise and develop other effective assessment processes and better ones is a second objective.

The Steering Committee of CAEL has decided that Project activities should focus upon a few promising priorities. A task group assigned to the task has proposed four emphases for special projects and for staff effort for the immediate year ahead. These four emphases are as follows:

1. The Assessment of the Achievement of Interpersonal Skills

2. The Use of Portfolios in the Assessment of Prior Learning

3. The Assessment of the Learning Outcomes of Work Experience

4. The Use of Expert Judgment in Assessing Learning Outcomes

In getting under way with CAEL, the Steering Committee faced some unresolved and possibly unresolvable issues of philosophy and language. A first one had to do with the very naming of the Project.

The name "experiential learning" is troublesome. All learning is experiential. Classrooms are experiential settings. A critical aspect of the improvement of classroom instruction is the enrichment of the variety and significance of direct and vicarious experiences of the phenomena under study, and a primary point of the use of verbal and mathematical symbols in intellectual discourse in the classroom is their efficiency and power in organizing experience and facilitating control over future experience. But this Project is not concerned with assessing the outcomes of classroom-mediated learning.

The label "experiential learning" in our Project title, then, is not intended to suggest that the classroom is not a significant experience or that it does not elicit and work with substantial experiential content. The name "CAEL", signals rather that the Project will emphasize assessment of learning in situations in which the relative priority for effort is not upon work with symbols but with their referents: observing, interacting, performing, making things happen, feeling the effects of these activities and others' responses, etc.

A second issue of nomenclature and work priority had to do with tradition in higher education. The heritage or ancestry drawn upon by the CAEL Project certainly includes the extensive work of recent years on "non-traditional study." This term, "non-traditional study," like the term "experiential learning" has its difficulties. Sometimes a university seeks to serve a type of students who are new for that institution but for whom a very "traditional" pattern of instruction is most preferred by, or most appropriate for, those new students. The resulting program is non-traditional for that institution in respect to the choice of people who are served, but not at all novel as to how they are served. The same type of students may be common in another institution. Similarly, the use of work experience as an arena of learning may be very common in some college and quite non-traditional for others, regardless of the type of students under consideration. Rather than try to settle controversies about what is traditional or not, the Steering Committee of CAEL has chosen tasks on which it thinks an improvement of assessment processes will be of timely and widespread utility in higher education.

> Another issue that has surfaced in the work of the CAEL Project is whether the assessment we are developing will deal with new types of learning objectives or just with new methods of assessing the outcomes of education with respect to already credited and credentialed types of learning outcomes. Our decision has been to give attention to both assessment of learning on new learning objectives and to new means of the assessment of achievement in non-classroom settings on already common learning objectives. For example, we will not try to develop any new machine-scorable paper-and-pencil tests; but we will be interested in the use of expert judgment in other ways to recognize and assess learning (e.g., by older adults) in the concepts and methodologies of the traditional liberal arts. At the same time, we will work on the assessment of behavioral skills achieved (as in interpersonal relationships), the achievement of which may depend upon changes in knowledge, in attitudes, and in verbal and other habits. In referring to "new" learning objectives or "new assessment procedures" or "new means of achievement," we recognize that what is currently receiving a novel degree of emphasis is often of much earlier vintage or is in common use in some institutions. Our concern is not with novelty itself, but with the priority of current need for an increased effort in the improvement of understanding and practice.
>
> The CAEL Steering Committee has given enough attention to such semantic and philosophic issues affecting the Project to feel that we should refrain from a primary engagement with those issues, at least in the beginning stages of the Project. Some of these issues probably touch the most important matters on which eventually the Project might make a contribution to the art of educational assessment and thereby to higher education. If we are to make such a contribution at all, however, we feel that we must first add to the evidence available for deliberation and reflection. Since our endeavor is in assessment, our choice then is to learn what is being done, to encourage some efforts in improvement of practice, and to evaluate both existing and developing practice as a basis for reflections upon more far-reaching questions about education and assessment.[4]

At the University of Minnesota, in 1976-77, in the General College a special committee was looking into the ways in which experiential learning credit might be awarded in the future. The General College in 1975-76 awarded credit on the basis of appraisal of past learning. The regulations of the college allow up to 15 quarter hours of credit toward associate degrees and up to 30 hours of such credit toward baccalaureate degrees. About 50 students received such credit in 1975-76. The past learning for which credit is sought must relate to the student's overall academic program and relate to an area of faculty expertise in the General College. The college began the practice through the appointment of a committee which appraised student records, evidence of work done, and portfolios of other information. Later it was agreed that two faculty members should review student applications for such credit, and, on the basis of submitted materials and an interview with the student, credit would be awarded. Credit so awarded is not applicable (transferable) to College of Liberal Arts degrees. In addition to credit for work experience, the General College also has credit courses designated "individual study" or "work experience" in which students integrate their job experiences with their educational programs.

EXTERNAL DEGREE PROGRAMS

Continuing Education and Extension is the administrative agency through which extension classes and correspondence study courses are provided. Most extension classes are offered in the

Minneapolis-St. Paul area in which there were 18 centers in 1976-77. Courses are offered in Duluth, Morris, Crookston, Waseca and Rochester and at other places in the state on the basis of demand. Extension courses and correspondence study make possible the achievement of a number of degrees and certificates which are conferred on the recommendation of the colleges and other academic units of the university. Since the adoption in 1973 of the revised policy concerning residency (a policy that requires students to earn stipulated amounts of credit in courses provided by the university faculty or under faculty supervision, *i.e.*, "university credit," and without on-campus Minnespolis-St. Paul residency) it is possible for the adult part-time student to elect from a number of optional programs.

Certificate Programs

There are 33 certificate programs available through Continuing Education and Extension. Certificates are awarded on the basis of credits earned and the number of quarter credit hours varies by program.

Available certificate programs and the hours of credit required to achieve the certificate are as follows:

Training Program for Mental Health Workers	9
Behaviour Analyst	36-44
Commercial Art	60
Early Childhood Studies	45 (and 90)
Fire Protection	46
Foster Care Education	15
General Studies	45
Human Services	47
Interior Design	60
Liberal Arts	45
Mathematics and Science	45
Police Administration	46
Chemical Dependency Counseling	22-31
Physicians Assistant in Ophthalmology (one year full-time daily attendance and one year externship required)	30
Junior Accounting	52-53
Senior Accounting	93-94
Junior Business Administration	45-46
Senior Business Administration	90-91
Credit and Financial Management	63-65
Industrial Relations	45
Information Systems Analysis and Design	51
Management of Administrative Services	Arranged

Associate in Management of Administrative Services	45-47
Fellow in Management of Administrative Services	90-91
Undergraduate Development in:	
Engineering and Science	45 (and 90)
Computer Science	45 (and 90)
Civil Engineering	90
Electrical Engineering	90 (and 135)
Industrial Engineering	90
Mechanical Engineering	90

In 1975-76 there were 2,354 students enrolled in certificate programs and 298 were awarded certificates upon completion of their programs. All work may be completed through independent (correspondence) study in a number of the programs (see **INDEPENDENT (CORRESPONDENCE) STUDY** below).

Associate Degree Programs

The associate in liberal arts degree of the College of Liberal Arts and the associate in arts degree of the General College may be earned through Continuing Education and Extension offerings. (See **ASSOCIATE DEGREE PROGRAMS** above.)

Bachelor's Degrees—General College

The bachelor of applied studies degree and the bachelor of general studies degree are highly individualized degree programs. These are, in a sense, two-plus-two programs which require associate in arts degrees (or the equivalent) for admission to degree candidacy. Prospective students prepare their own curriculum in consultation with faculty advisers. After the first 90 credits the student must take 45 additional quarter hours in General College courses. Most, if not all, courses for these baccalaureate degrees may be taken through Continuing Education and Extension offerings.

Bachelor's Degrees—College of Liberal Arts

The bachelor of arts degree may be earned through Continuing Education and Extension courses in 19 major fields. These are American studies, anthropology, architecture, art history, arts (studio), child psychology, classical civilizations, economics, English, geography, history, humanities, interdepartmental studies, journalism (advertising sequence), philosophy, political science, psychology, social welfare and sociology.

Bachelor's Degree—College of Business Administration

The bachelor of science in business (both the regular program and the accounting program) may be earned through Continuing Education and Extension courses.

Bachelor's Degree—Institute of Technology

A bachelor's degree (B.S.) may be earned in computer science and in civil and electrical engineering through Continuing Education and Extension courses. All but 12-16 credits toward the bachelor's degree in mechanical engineering may be so earned.

Bachelor's Degrees—University College

The mission of the University College is to house undergraduate experimental programs of collegiate scope. In 1976-77 the college provided four baccalaureate degree programs each offering the bachelor of arts or bachelor of science degree.

The *Inter-College Program* is a course based credit-oriented program which provides bachelor of science and bachelor of arts degree options. There is no fixed curriculum. The student prepares a study program to meet his or her individual needs. Each program has a major concentration area utilizing upper division credits from two or more of the colleges. To be eligible for admission the student must previously have earned 80 credits.

Bachelor's degrees may be earned through the *Experimental College* in the University College. The Experimental College is a learning community of staff and students. Freshmen and advanced students may be admitted. Programs are individually designed and carried out through learning contracts that spell out each quarter's work. There are no formal courses *per se,* but a student may take formal courses as a part of the contract agreement. Students participate in the governance of the program and (with staff members) serve on each other's learning contract committees. The Experimental College is being phased out in steps beginning in the fall of 1976-77.

A baccalaureate degree may be earned through the *University Scholars Program* in University College. Two years of college must be completed prior to admission to the program. A student and faculty member design the student's program of study which may include travel, internships, independent reading and research as well as classroom instruction. Students must be nominated by a faculty member who agrees to serve as the adviser and who supervises and assesses the student's work.

The *Foreign Studies Program* of University College provides a specialization (minor concentration) and it encourages students to engage in overseas study (at least one quarter is required), language study, cultural-geographic areas study and intercultural studies. Students must be admitted to other colleges of the university in which they fulfill their major.

University Without Walls (U.W.W.)

The University of Minnesota is the only C.I.C. university with a University Without Walls program. It originated in 1971, and provides bachelor of arts and bachelor of science degrees. At the outset of the plan the university was a participant in the Union for Experimenting Colleges and Universities. The Union received planning and start-up funds from the U.S. Office of Education and the Ford Foundation. In 1975-76 the university withdrew from the Union for Experimenting Colleges and Universities and continues its relationship with the University Without Walls network on an informal basis.

The approval given the U.W.W. in 1971 provided that the program should run for a period of seven years and be subject to review in 1978. The University College provides the administrative home for the Minnesota U.W.W.

Credits are not the basis for awarding U.W.W. degrees. Students must develop, pursue and present evidence of learning in self directed study skills; communication skills; academic achievement; variety of learning activities; scientific inquiry; artistic expression; and present a major project in a main area of study.

Since its beginnings in 1971, there have been 153 graduates with baccalaureate degrees (as of the end of the 1975-76 academic year). In the fall of 1976 there were 330 persons enrolled. The average age of students in the program has been 34. In the fall of 1976 about 70 percent of the students lived in the Twin Cities area, 16 percent were from other states, about six percent were in overseas locations and seven percent were from other places in Minnesota. A 1975 study of graduates (79 responding) showed that 38 students had enrolled in post-baccalaureate study (22 at the University of Minnesota), and among the universities that had accepted U.W.W. graduates were the Universities of Wisconsin and Iowa and Northwestern University.

University Without Walls—Morris Campus

In 1974 the Morris campus became an outreach center for the U.W.W. program as a part of Continuing Education and Regional Programs. The Minneapolis campus U.W.W. handbook and other resources are utilized and final programmatic authority rests on the Minneapolis campus. In the fall of 1976 there were 16 students in the Morris program of U.W.W.

Future of University College

In October, 1975, the president of the university and the vice president for academic affairs, in concurrence with the University College dean, appointed a review committee for University College. The committee made its report in June, 1976.

The committee recommended that University College be discontinued, taking into account all obligations to existing staff and students. The problematic areas in the judgment of the committee were a persisting inability to develop clear definitions of degree requirements, recurring difficulties in maintaining acceptable academic standards, the absence of any effective experimental mode of operation, and a modest and lessening impact of University College upon the rest of the university. These problems seemed, in the committee's view, to be a function of the absence of regular faculty in the instructional and decision-making operations; a consequent overdependence on temporary, inexperienced staff for program and collegiate leadership; a philosophical preoccupation with the processes rather than the substance of academic learning and a system of graduate certification that seemed unable to make properly discriminating judgments.

With respect to University College programs, the committee recommended Experimental College and University Scholars Program be phased out; the Foreign Studies Program drop its degree option and disperse to other units its advising-information function; Students' College, University of Minnesota-Duluth (UMD) be continued under UMD administration; University Without Walls be terminated as a degree-granting option; and the single permanent program, the Inter-College Program, be continued as a degree-granting program.

The University College administration received the report in August and replied to the recommendations in September 1976 (the dean had resigned in March, 1976, and an acting dean appointed in late spring). Among the citations in the response were the oversights common to such reviews, a rejoinder to the committee's inability to appreciate non-credit based degree programs, and a set of alternative recommendations which included provision to allow the programs to complete their experimental phases.

The findings and the University College response were made available to the University Senate Committee on Educational Policy (SCEP). Following discussions and public hearings SCEP asked a special ad hoc committee to review the need for providing a house for experimental programs outside of regular colleges and to describe the characteristics of such a "house" if one were still deemed to be necessary.

This special committee, The Committee on Organization of Experimental Education Programs (COEEP), discussed the matters with numerous interested faculty, local experts in experimental education and organizational theory, the vice president for academic affairs and a consultant of national prominence in the field of organizational change and alternative education. COEEP recommended the continuance of University College (1) as an alternative route for experimental education when—and only when—a proposed program deemed worthy of support finds no appropriate home in a regular college, (2) as a visible and respectable collegiate alternative to respond swiftly to experimental curricular requests and to new kinds of student populations, and (3) as a laboratory for higher education where alternative patterns of undergraduate education may be rigorously investigated. COEEP emphasized the need to retain the "self-destruct" clause or termination date required of all curricular experiments in University College.

COEEP also recommended that the Office of Vice President for Academic Affairs should be a persuasive advocate for undergraduate intercollegiate and experimental education, provide a receptive environment to hear and respond to requests for experimental educational programs from faculty, students or citizens' groups and to be a clearinghouse for information about local and national experiments in higher education.

The SCEP report was sent to the University senate for information. Through this action, SCEP reaffirmed the 1970 University Senate legislation that the university must "continue to be involved in an ongoing renaissance" and that University College is a needed mechanism to facilitate curricular experimentation.

Master's Degrees

A number of master's degree programs are available in which the student may earn the required credits through extension classes. [See above **STUDENT CLASSIFICATIONS AND APPLICATION OF CREDIT TOWARD DEGREES—Credit Earned Through Extension Classes (Evening and Off-Campus Classes)** and **Independent (Correspondence) Study.**]

CONSORTIUM PARTICIPATION

University of Mid-America

The University of Mid-America is a consortium of midwestern universities. It was formed in 1974 and the University of Minnesota became a member in 1976. Others include one other C.I.C. member, the University of Iowa; and Iowa State University, Kansas State University, the University of Kansas, the University of Missouri, the University of Nebraska, the University of South Dakota and South Dakota State University are also members. The consortium does not grant degrees. The presidents of the universities make up the board of trustees and educational policies are formulated by an academic council consisting of five faculty members from each institution.

Courses are offered with television as the primary vehicle of delivery, and they are augmented with supporting texts and other materials. A member of the consortium may identify courses to be offered for its credit—no credit is provided by U.M.A. itself. Courses are also available not-for-credit and students usually may enroll either for credit or on a non-credit basis.

The U.M.A. has been financed through federal and foundation grants.

The University of Minnesota had just became a member in 1976-77, and as of the time of this study no courses for credit had been offered.

(See also **CONSORTIUM PARTICIPATION—University of Mid-America**, Appendix IV, University of Iowa.)

University of Minnesota

INDEPENDENT (CORRESPONDENCE) STUDY

The University of Minnesota has available 242 independent (correspondence) study courses for which credit is awarded. There are 20 additional courses available on a non-credit basis. There are 52 other courses at the high school level.

The University of Minnesota will participate in the development of new courses with other C.I.C. universities through a grant from the Carnegie Corporation.

The program is administered by the Department of Independent Study in Continuing Education and Extension.

Of the certificate programs offered through Continuing Education and Extension, the following can be earned entirely through independent study:

Fire Protection Certificate
General Studies Certificate
Liberal Arts Certificate
Mathematics and Science Certificate
Police Administration Certificate

At least half of the requirements for the following certificates can be met with courses selected from independent study:

Junior and Senior Accounting Certificates
Junior and Senior Business Administration Certificates
Credit and Financial Management Certificate
Human Services Certificate
Industrial Relations Certificate
Associate and Fellow in Management of Administrative Services Certificate
Undergraduate Development Certificate in Engineering and Science

Undergraduate Credit

Under the definition of "residency" adopted in 1973 all credit earned through independent study courses, if appropriate to a degree program, is applicable.

Courses available in 1976-77 would make it possible for a student to achieve the associate in arts degree of the General College and the associate in liberal arts degree of the College of Liberal Arts.

In the General College it would be possible to take all courses necessary for the bachelor of general studies and the bachelor of applied studies; however, the curriculum would not have great breadth if all courses were taken in this way.

Graduate Credit

Correspondence study credit is not applicable to master's degrees; however, television broadcast courses at the 5000 level are acceptable, and video cassette and standard correspondence type courses are under consideration for development.

Correspondence Study Transfer Credit

Apart from the 45 hours that must be earned in University of Minnesota courses for bachelor's degrees, correspondence study credit that is applicable to degree programs and earned at accredited colleges and universities is transferrable with approval of the major department adviser. Of the last 45 hours, 30 must be earned from the university.

Correspondence study credit is not transferrable to master's degrees.

Faculty Involvement

All independent study courses for college credit are prepared and supervised by regular members of the faculty (about 125 are involved) or by faculty members of other institutions (about 40 are involved) who are approved for such service by department heads concerned. All courses are catalog listed courses and all are revised at least once every four years.

For writing or completely rewriting a course faculty members are paid $200 for a one hour course and up to $1,000 incrementally for a five hour course. Revising a course is paid for in $70 increments up to $350 for a five hour course. Adapting a course is paid for in $50 increments up to $250 for a five hour course.

Instructors service the courses on a fee per lesson basis—$2.25 per lesson evaluated and returned within seven working days and $1.25 for evaluation of a lesson not returned within seven working days.

Correspondence Study and Admission to the University

If a student is interested in an associate degree (associate in arts or associate in liberal arts), when the student has 39 quarter hours of work through correspondence study, he or she is admitted as a degree candidate if the college requirements for grades are met. (See Indiana University, Appendix III, and University of Wisconsin, Appendix XI, **INDEPENDENT (CORRESPONDENCE) STUDY.**)

Students Regularly Enrolled and Correspondence Study

With the agreement of the student's major department adviser that the course is applicable to the degree program, a student regularly enrolled on campus may take an independent study course by paying the course fee. In 1975-76 there were about 750 on-campus students so enrolled.

Independent (Correspondence) Study Credit Options

Students have three optional approaches to the earning of credit through the correspondence study program. The first is the usual lesson-completion-review-by-the-instructor-examination format option.

The second option is called the "contract alternative." With the permission of the instructor, the student so enrolled is not required to submit the periodic lesson assignments. Instead, the student, in agreement with the instructor, completes a project of his own design in lieu of some or all of the lessons. An examination is required. This approach requires more self-reliance and personal discipline on the part of the student.

The third option allows the student to acquire the course study guide and take an examination over the course work for a fee of $25 ($5 for the study materials and $20 for the examination). A student electing this alternative must submit a letter to the assistant director of independent study and the instructor indicating his reasons and his competency (including college transcripts, if any) to pursue the work in this manner. The student submits no lessons or other materials prior to taking the examination when he feels he is ready to do so.

Independent (Correspondence) Study Toward High School Graduation

Students in Minnesota high schools, with the permission of high school principals, may take high school level courses or college level courses in meeting high school graduation requirements. They may also take college level courses for college credit which may be "held in escrow" for application as degree credit upon admission to the University of Minnesota or other universities which have policies allowing the practice.

INDEPENDENT STUDY OTHER THAN CORRESPONDENCE STUDY

"Y" Registrations

With permission of an instructor in most colleges of the University of Minnesota students may take a course without class attendance. The student and instructor agree on the manner in which the student will study. Examinations, deadlines, the grading system, and regular fees are required. Part-time students may enroll for such courses through Continuing Education and Extension, and this kind of enrollment, if approved by the instructor, provides a way for students to take courses which otherwise would be available only in the day time program of the university.

Directed Studies Registration (3970 and 5970 Courses)

Students in most colleges may "design" their own courses for credit with the approval of an instructor and the department in which the course would be relevant or on an interdepartmental basis. Credit varies; however, the rule of thumb (*e.g.* in the College of Liberal Arts) requires 30 hours of work a week per quarter credit. Part-time students wishing to take this route could do so through extension student registration, and Continuing Education and Extension would assist the student to find the appropriate instructor and department.

Field Experience

The College of Liberal Arts maintains an Office of Special Learning Opportunities (OSLO). The office has prepared an extensive catalog of opportunities for students to earn credit through faculty approved field assignments in business, social agencies, government agencies, agriculture, architecture, art, engineering, film-making, journalism, human relations, and many, many more areas. Such opportunities are available to the part-time student.

Extra Credit Registration

Students enrolled for courses may, by arrangement with the instructor, work for extra credit of one to three hours. Students who are enrolled for extension classes (evening or off-campus) or independent (correspondence) study may earn extra credit under this option.

Individually Planned Degree Programs

Students may develop degree programs to meet their particular education goals and objectives. The programs include an individually designed interdepartmental major bachelor of arts program in the College of Liberal Arts. The bachelor of applied studies and the bachelor of general studies and associate degrees in the General College and the University College's University Without Walls, the Inter-College Program and the University Scholars Program all have broad options for the students interested in designing their degree programs.

Many of these degrees may be earned entirely through Continuing Education and Extension offerings (see **EXTERNAL DEGREE PROGRAMS** above).

OFF-CAMPUS (EXTENSION) CLASSES AND EVENING CLASSES

More than 1,000 courses (2,400 classes) are made available both on and off the campus through the Department of Extension Classes in Continuing Education and Extension. The university has established 18 centers in high schools, churches and religious centers, libraries and the state capitol complex in the Minneapolis-St. Paul area as well as on the other campuses in Minneapolis and St. Paul. Courses are also offered through offices in Duluth, Morris, Crookston, Waseca and Rochester. In response to demand courses are offered throughout the state.

The program is self-supporting, and instructors are paid on an over-load extra compensation basis that is scaled to on-campus salaries and rank. In 1976-77 the rates were as given on the following page.

Faculty members are paid either at the first rate for each rank as shown or 1.6 percent of their monthly salary (nine months base or equivalent) for each credit hour taught, whichever is higher.

Teaching assistants are paid $192 per credit hour, a teaching associate I receives $214 per credit hour, and a teaching associate II is paid $237 per credit hour.

Extension courses may be taught as a part of the teaching load of the instructor. Continuing Education and Extension may negotiate with a department for courses to be provided. There were four positions provided in 1976-77 at the beginning assistant professor rate. Payment is made by Continuing Education and Extension to the department.

Day school students may enroll in extension classes, but they must pay the extension class fee (in addition to whatever other tuition they pay), and two-thirds of the fee is paid to the department or college (not to the instructor).

In 1975-76 there were 78,563 registrations in courses for undergraduate credit and 6,846 registrations for graduate level courses. This is almost double the 1970-71 enrollment.

Work taken in extension classes counts toward associate and bachelor's degrees, including the 45 hours required in "university credit," and it is possible to complete entire degree programs in this fashion. A number of master's degrees may also be so earned. (See **EXTERNAL DEGREE PROGRAMS** above.)

All courses are taught by university faculty and teaching staff members or by qualified persons approved by the departments.

Continuing Education and Extension offers courses in English, history, sociology and theatre in London in the spring and fall quarters. These courses are open to adult part-time students and credit so earned counts as "university credit" in meeting degree requirements.

University of Minnesota

Faculty Members Regular Salary 100% Time-11 Mo. Appointment	Faculty Members Regular Salary 100% Time-9 Mo. Appointment	Instructor	Assistant Professor	Associate Professor	Professor
$ 18,700 or less	$ 15,300 or less	$ 250 per credit	$ 300 per credit	$ 345 per credit	$ 385 per credit
19,250	15,750	252	300	345	385
19,800	16,200	259	300	345	385
20,350	16,650	266	300	345	385
20,900	17,100	273	300	345	385
21,450	17,550	280	300	345	385
22,000	18,000	288	300	345	385
22,550	18,450	295	300	345	385
23,100	18,900	302	302	345	385
23,650	19,350	309	309	345	385
24,200	19,800	316	316	345	385
24,750	20,250	324	324	345	385
25,300	20,700	331	331	345	385
25,850	21,150	338	338	345	385
26,400	21,600	345	345	345	385
26,950	22,050	352	352	352	385
27,500	22,500	360	360	360	385
28,050	22,950	367	367	367	385
28,600	23,400	374	374	374	385
29,150	23,850	381	381	381	385
29,700	24,300	388	388	388	388
30,250	24,750	396	396	396	396
30,800	25,200	403	403	403	403
31,350	25,650	410	410	410	410
31,900	26,100	417	417	417	417
32,450	26,550	424	424	424	424
33,000	27,000	432	432	432	432
33,550	27,450	439	439	439	439
34,100	27,900	446	446	446	446
34,650	28,350	453	453	453	453
35,200	28,800	460	460	460	460
35,750	29,250	468	468	468	468
36,300	29,700	475	475	475	475
36,850	30,150	482	482	482	482
37,400	30,600	489	489	489	489
37,950	31,050	496	496	496	496
38,500	31,500	504	504	504	504
39,050	31,950	511	511	511	511
39,600	32,400	518	518	518	518
40,150	32,850	525	525	525	525
40,700	33,300	532	532	532	532
41,250	33,750	540	540	540	540
41,800	34,200	547	547	547	547

SATURDAY CLASSES

The Colleges of Business and Liberal Arts and the General College and Institute of Technology regularly offer courses through Continuing Education and Extension. About 1,000 enrollments were recorded in 1975-76. Payment is made in accordance with policies governing other extension classes.

No whole degree programs have been planned in a Saturday class only format.

ACCELERATED OR "MINI-COURSES"

During the summer, Continuing Education and Extension offers courses scheduled over five or ten week periods.

The increase in this activity since 1970 has been dramatic. Now about 55 departments provide offerings of this nature. Courses of shorter duration also are offered in the Summer Arts Study Center program.

Summer Arts Study Center Program

This program is co-sponsored and contracted for by the Grand Rapids, Minnesota, Performing Arts Council. The University of Minnesota determines the instructors and has control over the content of the program. A local Grand Rapids foundation supports the program, supplementing tuition income. The courses are provided at a ski resort in the northern part of the state.

One and two week courses are provided in the arts (theatre, art, architecture, dance and music) and humanities (from the College of Liberal Arts, classics to contemporary poetry). The program has grown from the five courses offered in 1969 to 35 courses in 1976. The average tuition is $65 for the courses which yield an average of 2.5 hours of credit.

MULTI-MEDIA, AUTO-TUTORIAL, COMPUTER ASSISTED INSTRUCTION

The rise of "packages" of materials and instructional media including the computer through which students move through courses largely at their own pace and with little or no supervision is a feature of a number of courses available in the evenings to part-time students. German and medieval art history were so taught in 1975-76 as evening courses.

The university has developed such courses in eight languages: German, Dutch, Norwegian, Swedish, Latin, Spanish, Italian, and Ancient Greek; Modern Greek and English as a second language course were in process in 1976. Courses were also being developed in nursing as were "technical terms" courses in pre-medicine and pre-law areas.

Duluth has computer terminals which are used for courses involving video-tapes, a text and audio-tapes.

In some courses a student may "contract" to complete one-credit-at-a-time units of courses. Such arrangements have not been made for extension classes, but probably could be provided in areas where there is access to the resources.

As at other C.I.C. universities the use of auto-tutorial approaches and multi-media supported courses is seen to have a bright future in professional continuing education. Several projects are under way in continuing medical education. Thirty-eight law schools will use programs in tort law and civil procedure in classroom teaching. Five continuing legal education courses have been approved, and these utilize computer terminals that may be installed in law firm offices at a price of $2,000 (or rented for $60-$70 per month).

Another continuing education course for adult basic education teachers has been developed, and is used off-campus as a credit or not-for-credit offering.

COOPERATIVE PROGRAMS

There are no specially designed programs in which students alternate terms on the campus and terms in employment that typically mark cooperative education arrangements. The General College does offer courses that blend classroom studies and fieldwork. Such courses might involve serving as an aide in a social welfare agency, serving as an intern in a government agency and other similar work. The College of Liberal Arts, through the OSLO program, provides opportunities to earn credit through faculty approved field assignments in a large number of areas. (See above, **INDEPENDENT STUDY OTHER THAN CORRESPONDENCE STUDY.**)

TAPE CASSETTE COURSES

Audio cassettes were used to augment 35 courses available in 1976-77.

In nine courses audio cassettes are the chief vehicle of instruction and in eight courses video cassettes are the primary means of instruction.

RADIO COURSES

One or two courses are offered each quarter over the facilities of the university's radio station KUOM. In 1975-76 there were four courses offered for credit with a total enrollment of 46.

University of Minnesota

TELEVISION COURSES

UNITE Instructional Television System

In the fall of 1971 the University of Minnesota began operation of its University-Industry-Television for Education (UNITE) closed circuit television instructional program in science and technology for engineers and scientists in the Twin City area and Rochester.

Students attend "classes" in the offices and plants where they are employed. Five corporation plants and the office of the U.S. Bureau of Mines are equipped to receive courses through two microwave television channels (one-way video from campus to class—two-way audio).

An entire sequence of courses is offered in the daytime for the master's degree (M.S. or M.E.) in mechanical engineering and electrical engineering and the work all counts as resident credit. Students may also take work through UNITE in the Engineering Professional Development Recognition Program and earn some credit at the bachelor's level for the B.S. degree.

The program is supported on a contractual basis by the companies and agencies involved, but the program resources are not limited to their employees. UNITE facilities are used in the evening for non-credit course offerings and for extension class offerings. Video cassette courses are available to participating companies.

Television College

The University of Minnesota in 1964-67 operated a TV College with a comprehensive offering of courses. The program proved to be impossible to finance on an income supporting basis. As many as nine courses were offered in one quarter over the facilities of a non-university facility. The TV College was abandoned in 1967.

Television Independent Study

The Department of Independent Study in Continuing Education and Extension and the Office of University Media Resources jointly develop multi-media assisted independent study courses for credit (offered through the departments). The "packaged" courses utilize study guides and broadcast television.

Cassettes are made of the broadcasts and these are available in libraries on the main campus and at Morris, Crookston, Duluth and Rochester and in downtown Minneapolis. Six courses are developed each year. Sometimes radio phone-in arrangements are made to follow the TV presentation. In some courses audio cassettes as well as video cassettes are utilized, but most utilize video and print presentations.

TV courses must meet two requirements—they must be creditworthy and they must also stand on their own as worthy of viewing by persons in the television audience who do not want to enroll for credit. Production costs are underwritten by the university—these courses are not required to be income dependent. The average cost is about $50,000 per course of which $38,000 is in television production costs and $12,000 in independent study department costs (and the latter is recovered from enrollments).

The rate of pay for the production of a television independent study course for 1977-78 was projected in accordance with the following table:

	1 cr.	2 cr.	3 cr.	4 cr.	5 cr.
Instructor	$ 400	$ 800	$ 1200	$ 1600	$ 2000
Asst. Professor	450	900	1350	1800	2250
Assoc. Professor	500	1000	1500	2000	2500
Professor	550	1100	1650	2200	2750

Up to $550 was also available for a teaching assistant in connection with instruction commissioned for 1977-78.

In 1975-76 there were 1,375 enrollments in seven courses broadcast over KTCA, a local public television station. In 1975-76 the courses won two national awards for excellence.

Sunrise Semester Courses

New York University courses available on the Columbia Broadcasting System have been offered for credit, but none were offered in 1975-76.

NEWSPAPER COURSES

Courses by newspaper were presented in 1975-76 through two Minneapolis-St. Paul newspapers. Only 15 enrollments were recorded, and neither newspaper agreed to provide space in 1976-77. Offering credit courses in this way remains an option.

ELECTROWRITER AND TELEPHONE COURSES

Victor Electrowriter Courses

No courses have employed the Victor Electrowriter equipment since 1969-70.

University of Minnesota

Telephone "Community Classroom" Courses

Courses are sometimes offered to students in Duluth and Rochester through the use of "speaker-phones" connecting classroom sites and the Minneapolis campus. This "community classroom" option is offered to groups of 30 or more students who are enrolled as independent study department students. They are provided study guides and ordinarily there are six lectures and eight lessons to be completed in a course. The courses carry "university credit" applicable to the residency requirement toward degrees. Television and audio cassettes are used in some cases, and students may also have some lectures delivered on-site by the instructor.

Courses have been offered in sociology, police science and political science.

In 1975-76 no such courses were offered but the format remains an available option.

NOTES

1. Report of Senate Committee on Academic Standing and Relations, James B. Preus, Chairman, November 29, 1973.

2. See Robert F. Ray, *University Credit and Degree-Earning Opportunities for Adults,* Report No. 1, *The C.I.C. Study of the Non-Traditional Student* (Iowa City: Division of Extension and University Services, The University of Iowa, 1973), p. 135.

3. *Ibid.*, pp. 136-137.

4. CAEL *Newsletter,* Vol. I, No. 1, July, 1974, pp. 1-2.

Appendix VIII

NORTHWESTERN UNIVERSITY

INTRODUCTION

The main campus of Northwestern University is at Evanston, Illinois, and it maintains another campus in Chicago. This private university is governed by a board of trustees and the chief administrative officers are a president, a provost, a senior vice president for business and finance and five other vice presidents.

Continuing education and extension activities are headed by a dean who reports to the associate provost on the Evanston campus. Services are provided primarily through the Evening Divisions. The dean for the Evening Divisions operates programs on both campuses.

Full-time undergraduate enrollment in 1975-76 was 6,953 undergraduate students and 2,950 graduate students on the Evanston campus and there were 82 part-time undergraduate and 107 special students. In the Evening Divisions in 1975-76 there were 5,700 students (head count) accounting for 10,022 registrations. Of these, 30 were graduate students and about 40 percent were special students.

The Evanston campus operates on a quarter system. The Evening Divisions operates on a semester system. The Evanston campus provides programs leading to the bachelor of science and bachelor of arts degrees while at the baccalaureate level the Evening Divisions provides programs leading to the bachelor of philosophy, bachelor of science in general education and bachelor of philosophy in communications—all granted by one of the six Evanston campus undergraduate schools.

In the area of programs provided on a not-for-credit basis the university's 1975-76 Higher Education General Information Survey reported 9,927 registrations. It seems likely there were more such enrollments, but there is no central coordination of such activities conducted by the various academic units and no centralized record-keeping.

RESIDENCY REQUIREMENTS

Bachelor's Degrees

The Evanston campus requires completion of 45-48 courses for the bachelor's degree.

The last 23 courses must be taken at Northwestern with the last 11 while registered in the school of the university that will award the degree. This may or may not take two academic years. The residency requirements cannot be met through Evening Divisions work.

in the Evening Divisions baccalaureate programs require 120 semester hours for completion. The last 30 hours must be completed through enrollment in Evening Divisions courses. The B. Ph. in communications is a School of Speech degree. The B Ph. and B. S. in general education are College of Arts and Sciences degrees.

Master's Degrees

Credit earned at another graduate college may not be applied to a Northwestern master's degree.

The equivalent of three quarters of full-time study (consisting of three or four courses each quarter) meets the minimum requirement, but the majority of students find four quarters of work necessary. The bulletin of the Graduate School for 1976-77 states that, "It should be noted that registration for one course is counted as one-third and for two courses as two-thirds of a quarter. Registration for two units in one quarter and four units in another does not equate to two full quarters."[1]

All work for a master's degree must be completed in five years. Exceptions to this rule are allowed only by petition.

Fifty to 60 graduate level courses are available each semester in the Evening Divisions; however, such courses do not count toward master's degrees unless the student has been admitted to degree candidacy. Master's degrees may be completed through the Evening Divisions in English, educational administration, instructional development and counselor education.

On the Evanston campus the Graduate School of Management offers an executive master's program which requires two years to complete. Classes meet on the Evanston campus on alternate week Fridays and Saturdays.

On the Chicago campus the Graduate School of Management offers the master of management degree. A majority of the courses meet one evening each week from 6:15 to 9:00 p.m. at Wieboldt Hall. This program is separate from the Evening Divisions.

On the Evanston campus all requirements for master's degrees of the Technological Institute (in chemical engineering, electrical engineering, materials science engineering, mechanical engineering, applied mechanics and computer science) may be met in two years through Saturday morning, late afternoon and evening courses. A master's degree in nuclear engineering may be similarly undertaken through Saturday morning and afternoon classes, late afternoon and evening classes.

FEES

Undergraduate Students

On the Evanston campus undergraduate full-time students paid $1,420 for each quarter of work in 1976-77. Students carrying three or more courses are considered to be full-time students. Students carrying more than four courses in all schools except the Technological Institute pay $510 for each additional course. In the Technological Institute students carrying more than five courses pay $510 for each additional course. Part-time students pay $510 for a course and $1,020 for two courses. In private music instruction only, a half course fee of $255 is charged for a one-half hour lesson each week.

In the Evening Divisions the rates are $72 per semester hour.

Graduate Students

Graduate students carrying three or four courses pay $1,310 per quarter. More than four courses have a charge of $510 per course. Part-time students pay $510 per course on the Evanston campus. Journalism and management students pay $1,420 for full-time enrollment.

In the Evening Divisions graduate students pay tuition at the rate of $72 per semester hour.

Auditors

Auditors pay $72 per credit hour in the Evening Divisions. The Evanston campus no longer recognizes formal registration for audit in the fall, winter and spring terms.

Special Students

Special students on both campuses pay undergraduate fees on the same schedule as indicated above for graduate and undergraduate students.

STUDENT CLASSIFICATIONS AND APPLICATION OF CREDIT TOWARD DEGREES

Special Student—Undergraduate

A special student is one who is not a candidate for a degree in any of the schools or colleges of the university. Credit is awarded for successful completion of courses. Special students may apply for applied music without credit. These students are admitted on a space available basis, and they register after Northwestern degree candidates register. In 1975-76 there were 148 special students on the Evanston campus (exclusive of summer session enrollments).

By petition, credit earned as a special student may be applied toward a degree if the student is later admitted to degree candidacy.

Part-time Student—Undergraduate

An undergraduate student may not enroll for fewer than three courses on the Evanston campus except by permission of the dean. Permission is given only because of physical handicap or other compelling circumstances.

Auditor—Undergraduate

An auditor who is not a regularly enrolled degree candidate is one who enrolls for a course as an observer or listener only. An auditor is not permitted to engage in class discussion, submit assignments or take examinations and no credit is awarded. Special permission is required for such enrollment.

Former Student Returning

Graduate or undergraduate students who have dropped out during one or more quarters of an academic year must file an application to re-enter no later than six weeks before the next registration date. Such persons are usually older persons than on-campus students on the Evanston campus. Only 10 or 12 such students are typically enrolled in a given quarter.

Special Student—Graduate

A special non-degree graduate student is not a candidate for a degree. Credit awarded for successful completion of courses is called "unclassified graduate credit" and may be transferred to other universities; however, such credit may not be applied to any master's degree program undertaken later at Northwestern University except as the dean of the Graduate School may determine, after consultation with the department, school or committee administering the program at the time a student is admitted to the Graduate School as a regular degree candidate. This category was initiated in the fall of 1976.

Concurrent Evanston/Evening Divisions Registration

Evening Divisions Students at Evanston

An Evening Divisions student who takes one or two courses in the evening program and is registered at the same time for a course in the day program in Evanston pays the tuition charged by the division offering the course. Evening Divisions tuition rates are charged for the evening courses and Evanston day rates are charged for the Evanston day courses.

Permission must be obtained from the dean or registrar of the Evening Divisions and it is limited to students who have been attending the Evening Divisions for several semesters, and is limited to one course only, per quarter, in the day school; further, it is on a space-available basis only.

Evanston Students in Evening Divisions

A student enrolled in an Evanston campus undergraduate school may take courses in the Evening Divisions only with permission of the dean when the course or courses are not given in the quarter system during the day or in cases of conflict. Such work is counted as a part of the student's registration. If the total registration exceeds four courses (five for Tech students), the student is charged the excess course fee on the Evanston day rate schedule of fees. If the total registration is less than a full program (less than three quarter courses or the equivalent) in Evanston courses, Evanston day rates are charged for the Evanston courses and Evening Divisions rates are charged for the evening courses. When the combination adds up to a full program, full-time Evanston day rates are charged.

Transfer of Credit—Other Colleges and Universities—Undergraduate Evanston Campus Degrees

A transfer student may use all courses accepted by Northwestern in a degree program. However, 23 quarter courses must be completed in residence at Northwestern to be eligible for a bachelor's degree. Following matriculation, special permission must be received to take work at another institution.

Transfer of Credit—Master's Degrees

Credit earned at another institution may not be applied toward a Northwestern master's degree.

COUNSELING AND ADVISING

On the Evanston campus there is no corps of persons whose primary responsibility is to provide advising and counseling services to special students. It is to be remembered that there are no "part-time" students *per se*—students are full-time students except those who have been given permission to enroll for fewer than three courses only because of physical handicaps or for other compelling reasons.

In the Evening Divisions counseling, career planning and academic advisory services are available through a staff of eight persons and the dean. The offices are open from 9 a.m. to 7 p.m. for these services in Chicago and from 9 a.m. to 5 p.m. in Evanston. Additional part-time personnel are employed during registration period.

SPECIAL CLIENTELE PROGRAMS

Except for the summer session and the Traffic Institute on the Evanston campus and for programs of the Evening Divisions, Northwestern University does not offer specially designed credit programs or credit courses for such groups as the disadvantaged, prisoners, women or other groups of adults who wish to study on a part-time basis.

Through the Evening Divisions credit offerings are made available in cooperation with the university's Traffic Institute for police officers and short courses for credit are also offered by the Institute throughout the country.

The Evening Divisions, in cooperation with the Evanston Hospital School of Nursing and Wesley-Passavant Hospital School of Nursing, offers credit courses for nurses in diploma nursing programs.

In cooperation with Northwestern Memorial Hospital the Evening Divisions provides credit courses in para-medical programs.

CONTINUING EDUCATION UNITS (CEU)

As of the fall of 1976 Northwestern University had not awarded CEUs. The Medical school, Dental School and the Evening Divisions were at that time cooperating to establish a CEU record keeping system which will go into effect in 1976-77. It was anticipated that these agencies and the Traffic Institute will award CEUs by the end of 1976-77. Registrations are to be recorded in an on-line computer system.

ASSOCIATE DEGREE PROGRAMS

Northwestern University does not offer associate degree programs.

CERTIFICATE PROGRAMS

Thirty-Hour Certificate Programs—Evening Divisions

The Evening Divisions has three certificate programs. These are in arts and sciences, accounting and administrative techniques. All 30 semester hours must be taken at Northwestern.

Two-Year Programs—Evening Divisions

There are three two-year certificate programs available through the Evening Divisions.

These are in arts and sciences, business and pre-engineering. These require 60 to 64 semester hours and the last 30 must be earned in work from Northwestern University.

These programs provide a basis for part-time students to earn credentials for work taken and provide incentives to move by steps to degree objectives.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

Under certain circumstances where no College Entrance Examination Board Advanced Placement examinations are available in a subject the departments on the Evanston campus may award credit on the basis of CLEP subject matter examinations, (*i.e.* if no College Entrance Examination Board Advanced Placement examination is available to a student in the spring of the year prior to enrollment at Northwestern—Evanston), the student may take CLEP examinations to certify mastery of college level material. The various departments determine acceptable scores. A student transferring from a non-accredited institution may take CLEP examinations to verify credit awarded by the non-accredited institution, and credit may or may not be awarded. CLEP performance is recognized only for college level courses actually taken.

CLEP credit awarded by another college or university is not accepted in transfer toward Evanston campus degrees.

In the Evening Divisions six semester hours of credit are awarded for passage of each of the general examinations with scores of 550 or higher (600 or better in the English Composition examination). In addition a student may earn three semester hours of credit for each subject examination passed at the fiftieth percentile (national norms).

CLEP credit awarded by the Evening Divisions may not be transferred toward Northwestern Evanston campus degrees.

Up to 60 semester hours may be earned in CLEP credit toward Evening Divisions degrees.

CLEP Examinations and Admission to Executive Master's Program

Persons who do not have undergraduate degrees may be admitted to the executive master's degree program by passing the CLEP general examinations with a total score of 2,780. This same procedure is followed by the University of Chicago in its "190 M.B.A. Program" and its "Executive M.B.A. Program". (See Appendix I, University of Chicago, **COLLEGE LEVEL EXAMINATION PROGRAM.**)

Transfer of CLEP Credit—Evening Divisions

The Evening Divisions will accept up to 60 hours of credit earned in a combination of

CLEP credit, correspondence study credit, military credit, USAFI/DANTES course credit or other credit by examination.

CLEP credit in combination with other credit earned from an accredited institution is accepted if applicable toward an Evening Divisions baccalaureate degree up to a maximum of 90 semester hours.

ADVANCED PLACEMENT EXAMINATIONS

College Entrance Examination Board Advanced Placement Examinations (CEEB-AP)

Northwestern University gives advanced placement and awards credit to entering freshmen who achieve scores of three, four or five on the CEEB-AP tests. There is no limitation on the amount of credit that may be so earned. The score required for credit is a matter of departmental determination.

Departmental Examinations for Credit

In departments where CEEB advance placement examinations are not used as a means of determining credit, special examinations may be offered to determine a student's eligibility to receive Northwestern credit for courses he or she has been allowed to skip. Such examinations must be taken no later than the end of the first quarter after enrollment. They are open to all new students including those who have previously taken CEEB-AP examinations. Credit awarded may not duplicate other college credits recognized by the university covering the same material and such credit may not be used to meet the distribution requirements for bachelor's degrees in the College of Arts and Sciences.

CEEB-AP-Transfer Policy-Evening Divisions

In the Evening Divisions if a transfer student presents a transcript from another institution which has awarded credit based on CEEB-AP examinations, the credit is not transferrable, but the student is given advanced standing and urged to take CLEP examinations.

EXPERIENTIAL LEARNING CREDIT

No credit is awarded by Northwestern on the basis of an evaluation of learning or competency acquired through experience, and none is accepted in transfer. This is true of the Evanston campus and the Evening Divisions.

ARMED SERVICES TRAINING SCHOOLS

Northwestern awards credit for courses taken in armed services training schools on the basis of recommendations in the American Council on Education's *A Guide to the Evaluation of Educational Experiences in the Armed Services*, and for USAFI/DANTES courses. Each course is evaluated along with the transcript and examination score. Separately or in combination, such credit may not exceed the equivalent of 11 courses in meeting the 45-48 course requirement on the Evanston campus for baccalaureate degrees.

In the Evening Divisions, 60 semester hours is the total number allowed for any combination of CLEP credit, credit earned through correspondence study, military services training school courses, USAFI/DANTES courses or other credit by examination.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) COURSES

(See above, ARMED SERVICES TRAINING SCHOOLS.)

ARMY HELP FOR EDUCATION AND DEVELOPMENT (PROJECT AHEAD)

Through this program a student chooses an institution from which she or he hopes to be graduated. The selection is made prior to or during enlistment. The institution then provides advice concerning courses the student-enlistee may take during the enlistment and the applicability of credit earned toward the educational objective.

The Evening Divisions participates in Project AHEAD. The Evanston campus does not participate in Project AHEAD.

SERVICEMEN'S OPPORTUNITY COLLEGE (SOC)

Neither the Evanston campus nor the Evening Divisions participates in the SOC program.

CREDIT FOR COURSES LISTED IN AMERICAN COUNCIL ON EDUCATION GUIDE TO EDUCATIONAL PROGRAMS IN NONCOLLEGIATE ORGANIZATIONS

In 1976-77 no credit was awarded on the basis of recommendations in the ACE *Guide to Educational Programs in Noncollegiate Organizations*, and the university had not developed a policy concerning such credit.

EXTERNAL DEGREE PROGRAMS

Northwestern University offers no degree programs at sites other than its Evanston and Chicago campuses and the respective campus residency requirements must be met.

THREE YEAR BACHELOR'S DEGREE PROGRAM

Through a special program outstanding high school graduates may be chosen by a faculty Committee on Admissions and Accelerated Programs of the College of Arts and Sciences and offered the option of completing a bachelor's degree in three years. Students are chosen on the basis of superior grades in high school and high scores on CEEB-AP examinations, recommendations and personal interviews. Those chosen receive nine units of credit, reducing the further requirement to 36 courses.

Other programs for superior students provide bachelor's and master's degrees after completion of four years. Majors include foreign language, anthropology, mathematics, economics, biology and chemistry.

CONSORTIUM PARTICIPATION

Northwestern is not a member of any consortium whose purpose is to provide opportunities for part-time students to achieve credit or bachelor's or master's degrees through mutually planned and jointly provided offerings.

INDEPENDENT(CORRESPONDENCE) STUDY

Northwestern University offers none of its courses through correspondence study.

Correspondence Study Transfer Credit

Credit earned through correspondence study at another accredited college or university may be transferred to Northwestern-Evanston campus degrees provided the credit so earned would be applicable toward a degree at the institution offering the course. Of the 45-48 courses required for a bachelor's degree, the university will accept five courses completed in this manner.

In the Evening Divisions 90 hours of credit earned through correspondence study, military service courses, USAFI/DANTES course credit, CLEP or other credit by examination and other credit earned at another accredited college or university that is applicable toward a degree, is accepted in transfer.

Correspondence study credit is not transferable for master's degrees.

INDEPENDENT STUDY OTHER THAN CORRESPONDENCE STUDY

Except by petition, on campus independent study or special projects courses for credit (99-0 courses) are open only to degree candidates on the Evanston campus. Special students would not be enrolled in such courses except in the summer term and by petition.

Students in the Evening Divisions may take independent study courses, and a special application procedure is used. Any course, including 99-0 courses, listed in the Evanston campus catalog may be taught in the Evening Divisions with departmental approval.

OFF-CAMPUS (EXTENSION) CLASSES AND EVENING CLASSES

In the Chicago area and in Waukegan the School of Education offers courses and in-service training programs for credit upon requests of school districts. In 1975-76 there were 390 students registered in 14 classes. Graduate credit is awarded if the student is a degree candidate at Northwestern—other students receive unclassified graduate credit which is not applicable to Northwestern degrees but may be transferred to other graduate schools whose regulations allow its acceptance.

Except for courses offered through the Evening Divisions, Evanston faculty members outside the School of Education do not offer off-campus classes.

In 1975-76 the Evening Divisions provided ten courses per semester in New Trier in cooperation with the New Trier High School's Extension Program.

Courses offered in the Evening Divisions on the Chicago campus are taught by auxiliary faculty from other colleges, universities, and non-university professionals in business and journalism (40 percent); by graduate students at the dissertation stage (40 percent); and by persons with professorial rank on the Evanston campus (20 percent). All instructors are appointed with Evanston campus departmental approval. All are paid on a per course basis. Lecturers are paid $1,050 per course; assistant professors are paid $1,200 per course; associate professors are paid $1,275 per course; and professors are paid $1,350 per course (1975-76 rates).

Tuition charged for offerings of the School of Education and the Evening Divisions at off-campus sites is $72 per semester hour, and instructors are paid at the Evening Divisions rates.

SATURDAY CLASSES

There is no special program of Saturday classes for the part-time student apart from the executive program in business which has an every-other-week Friday-Saturday format.

Some of the courses for master's degrees in the Technological Institute two year master's programs (see **RESIDENCY REQUIREMENTS** above) are offered on Saturdays, but the degrees cannot be earned through Saturday classes only.

ACCELERATED OR MINI-COURSES

Except for courses offered in the summer term there are no credit courses offered in a shortened time frame either on the Evanston campus or in the Evening Divisions.

AUTO-TUTORIAL APPROACHES

No attempt has been made to equip classrooms or laboratories at sites away from the two campuses with "packages" of materials and instructional media through which students may move largely at their own pace and with little or no supervision.

COMPUTER ASSISTED INSTRUCTION

A number of departments offer computer-assisted courses on the Evanston and Chicago campuses, but courses which employ the computer as the chief vehicle of instruction are not offered elsewhere.

COOPERATIVE EDUCATION PROGRAMS

Except for engineering, Northwestern does not offer cooperative education programs in which students alternate periods of study and employment in cooperation with business or industry.

TAPE CASSETTE COURSES

Northwestern does not have courses available to the part-time student in which audio or video tape cassettes are employed as a chief vehicle of instruction.

RADIO COURSES

Northwestern University does not employ its radio broadcasting facilities for the purpose of offering courses for credit.

TELEVISION COURSES

Northwestern does not offer courses for credit through broadcasts receivable on home television sets.

NEWSPAPER COURSES

Northwestern does not offer courses for credit through newspapers.

ELECTROWRITER COURSES

No use is made of the Victor Electrowriter as a means of transmitting courses to off-campus sites.

NOTES

1. Northwestern University, *The Graduate School, 1976-77,* p. 20.

Appendix IX

THE OHIO STATE UNIVERSITY

INTRODUCTION

With its main campus at Columbus, The Ohio State University has regional campuses at Lima, Mansfield, Neward and Marion. The first two years of undergraduate work toward baccalaureate degrees may be taken at the regional sites, and the bachelor's degree in early and middle childhood education may be earned at the regional campuses. The university operates a graduate center at Dayton (Wright Patterson Air Force Base) where advanced undergraduate and graduate work is provided. It also operates the Agricultural Technical Institute at Wooster—a two year associate degree granting institution providing degrees in agriculture and related fields. In addition to The Ohio State University there are 83 private, proprietary and state assisted postsecondary institutions in Ohio. The state population is about 10,500,000.

The university is a part of the Ohio system of higher education, with the Ohio Board of Regents (which has broad statewide regulatory authority) as the state coordinating board. The university is governed by a board of trustees. The administration is headed by a president, a provost and seven vice presidents. The continuing education function is headed by an assistant vice president who reports to the vice president for educational services.

The Cooperative Extension Service is administered by the College of Agriculture and Home Economics.

For fee purposes, The Ohio State University regards students carrying nine or more quarter hours of work as full-time undergraduate students. To be eligible for student aid (BEOG and Ohio Instructional Grants) the student must carry 12 hours. At the graduate level, for fee purposes, a master's degree candidate carrying nine or more hours is considered to be a full-time student. Persons on fellowships are required to carry 12 quarter hours of graduate work.

The 1975-76 annual report of the Continuing Education Division shows an extensive array of offerings in non-credit conferences, workshops and institutes. Exclusive of the not-for-credit offerings of the Cooperative Extension Service in that year there were 959 events which served 76,706 registrants on all the campuses. Of these, 876 events with 54,143 registrants were provided through the Continuing Education Division and the remainder were university related events.

Overall expenditures for the Continuing Education Division in 1975-76 were $1,499,000; of this amount $183,000 was provided in state appropriations, and $109,600 was in federal grants and other support. The remainder was made up in fees charged participants for the educational services rendered.

The Ohio State University

The following will indicate the dimensions of credit-earning options and opportunities for adult part-time students at The Ohio State University.

RESIDENCY REQUIREMENTS

Bachelor's Degrees

All credit earned through courses offered by the university counts as residence credit regardless of the site at which the course is taught.

In 1971-72 the student was required to be in residence the last two quarters as a full-time student. Now the student must complete at least 45 quarter hours in the junior and senior years, but may earn this credit as a part-time student.

The rule states that to earn an undergraduate degree, the student must:

> Have been enrolled in the college, the Colleges of the Arts and Sciences, or the school recommending that degree during the last two quarters of work necessary to complete the degree requirements. The executive committee of the college, the Colleges of the Arts and Sciences, or the school recommending the degree may waive this requirement to the extent of not more than one quarter's enrollment if the student has six quarters in full-time residence (to be full-time residence in any quarter a student must be enrolled in courses carrying twelve or more quarter hours credit) at this University, including a minimum of forty-five quarter credit hours earned through regular course enrollment at this University during the junior and senior years.
>
> Have earned through regular course enrollment a minimum of forty-five quarter hours credit from this University.
>
> Have satisfactorily completed the number of credit hours required for the curriculum he is pursuing . . . .[1]

Master's Degrees

Graduates of the university may meet the requirements for a master's degree by being in residence for half the work required; i.e., if the degree program requires 45 quarter hours, the student must earn at least 23 hours, and if it is a 50 quarter hour (without thesis) program, at least 26 quarter hours of graduate credit under the guidance of the institution.

Persons who are not graduates of The Ohio State University must complete 36 hours of graduate work under the guidance of the university. For most master's degrees a minimum of two quarters must be in residence on the Columbus campus.

Certificate of Achievement - Mansfield Campus

A certificate of achievement in business/industrial management is awarded students who complete 30 quarter hours of credit work. The classes meet after 5:30 p.m. on the Mansfield campus. Enrollment is through the Continuing Education Division. High school graduation on satisfactory standing in previous college work is required for admission. Students without these qualifications may petition for admission. Credit earned is applicable to baccalaureate degrees.

The courses are in business and management and human behavior, and are clustered under the following headings: business environment; management systems and human relations; managerial accounting; finance and marketing; new ventures and small business growth; and production and operations management.

No full-time student residency is required, and no time limit is set for achievement of the certificate.

Dayton Graduate Center

All of the requirements for the master's degree programs offered at the Center in engineering, psychology, mathematics, statistics, physics, chemistry, and computer science may be met at the Center.

Agricultural Technical Institute - Wooster

The Wooster Institute is the only site at which associate degree programs are offered by The Ohio State University. All the requirements for the associate in applied science in five technologies (with 13 specialty areas) may be met at Wooster without residence on any other campus of the university.

FEES

Term fees in 1976-77 were scheduled on a per credit hour basis as the table shows on the following page.

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TERM FEES IN 1976-77

Undergraduate - Columbus

Credit Hours Enrolled	Ohio Resident	Non-Resident
0 - 3	$ 70	$ 157
4	93	209
5	116	261
6	140	315
7	163	367
8	187	420
9 or more	280	630

Graduate-Master's Level - Columbus

Credit Hours Enrolled	Ohio Resident	Non-Resident
0 - 3	$ 85	$ 172
4	113	229
5	141	286
6	170	345
7	198	402
8	227	460
9 or more	340	690

Regional Campuses - Undergraduate

Credit Hours Enrolled	Ohio Resident	Non-Resident
0 - 3	$ 67	$ 154
4	88	204
5	110	256
6	132	307
7	154	358
8	177	410
9 or more	265	615

Regional Campuses - Graduate-Master's Level

Credit Hours Enrolled	Ohio Resident	Non-Resident
0 - 3	$ 82	$ 169
4	108	224
5	135	280
6	162	337
7	189	398
8	217	450
9 or more	325	675

Dayton Graduate Center

Most courses offered at the Dayton Center are provided through government contract. Students who wish to enroll otherwise pay $50.00 per credit hour.

In the 1973 *C.I.C. Study of the Non-Traditional Student* it was reported that in 1971-72 there were three C.I.C. universities which charged fees on other than a per credit hour basis (requiring a base fee for more than the number of hours usually assigned to one course), a practice that is discouraging to the part-time student. The Ohio State University, the University of Iowa and the University of Illinois had such schedules.[2] In the interim The Ohio State University and the University of Iowa have adopted fee schedules for on-campus work on a per credit hour basis.

STUDENT CLASSIFICATIONS AND APPLICATION OF CREDIT TOWARD DEGREES

Regular Student Classification

A regular student is one who has been admitted to the University College (the non-degree-granting college of first admission for freshman students) or to a degree-granting college as a degree candidate.

College Provisional Status - Undergraduate

This is a temporary enrollment status for the evening or part-time student who has been unable to meet all admission requirements in sufficient time to be admitted as a Regular Student. Within the first four weeks, College Provisional Status students must complete all admissions requirements and pay an acceptance fee of forty dollars. The status does not guarantee admission to a degree program, but does allow the student to take courses for credit applicable toward baccalaureate degrees. No more than eight quarter hours of credit may be earned while in this classification. Transfer to Regular Student status must occur within the first two quarters of enrollment unless the College Provisional Student has become a Regular Student. Registration in a third quarter is not permitted without permission of the dean or director of the unit in which the student might wish to enroll.

Special Students - Undergraduate

These are students who wish to take undergraduate courses for credit for personal, vocational or occupational interests and who do not wish to seek degrees. In this classification are students who are seeking degrees at other institutions (transient students).

Special students enroll through the Division of Continuing Education.

The Ohio State University

Transient Student - Graduate

Students pursuing graduate degrees at other universities may be admitted to this classification for one quarter of work at The Ohio State University in the Graduate School by submitting written permission from their graduate school dean or registrar.

Graduate Non-Degree Student

These are students who do not plan to work for a graduate degree from The Ohio State University. Upon verification of the fact the student has earned a baccalaureate degree from an accredited institution and with the approval of a departmental graduate committee, the student may be registered in the Graduate School for the purpose of taking graduate course work. Such students are required to get the instructor's approval for each course. If the student is later admitted to a degree program as a candidate, no more than ten hours of graduate credit accumulated as a Graduate Non-Degree Student may be transferred as degree credit.

Special Graduate Students

Students who do not expect to work toward a degree and who meet all the requirements for admission to the Graduate School may be admitted as special graduate students. A student may not become a candidate for a degree while in this status, and work taken as such a student may or may not, upon evaluation, be acceptable toward an advanced degree when and if the student is later admitted to degree candidate status.

Credit Earned Through Continuing Education Division Enrollment - Application to Degree Requirements

All persons taking courses for credit through colleges or other agencies of The Ohio State University must be admitted to those colleges or agencies. Special students may be admitted to the Continuing Education Division and take any amount of work in the division; however, such work is not applicable toward a degree unless and until the student is admitted to a degree granting college or the University College. When a student has acquired 45 hours of undergraduate work (and usually before that time) he is urged to enroll in another classification if it appears he or she has intention to pursue a degree.

The Continuing Education Division enrollee may take courses at the upper-division-graduate level (600-700 level courses) prior to being enrolled in the Graduate School; however, such credit may not be applied toward a graduate degree, because graduate students who are enrolled in the Graduate School as degree candidates and take such courses are expected to do extra reading and prepare extra reports that may not be required of other students. Students enrolled as Continuing Education Division students may not take courses numbered 800 or higher (i.e., strictly graduate level). Such work is available only to Graduate School registrants.

The Ohio State University does not offer courses through independent (correspondence) study.

Credit Earned in Technical Schools

The Ohio State University will accept (in transfer) credit earned in college level general education at accredited technical institutions, and some credit earned in technical courses may apply to some baccalaureate degree programs. Until recently no such credit in general or technical education was accepted from postsecondary technical schools.

COUNSELING AND ADVISING

For all new entry part-time credit non-degree students the Division of Continuing Education provides an academic counseling service and serves as a clearing house for such students, directing them to available services. Students not yet accepted as degree candidates are referred by the Continuing Education Division to a coordinating adviser in the department of the college in which the student hopes to enroll. Students registered in the Division are eligible for testing services in the Counseling Center without charge if the application fee has been paid (a $10.00 fee). The Admissions Office will evaluate records of students at the request of the Division.

Degree candidates, regardless of the amount of course work carried, are assigned major program advisers by the appropriate department and have available to them all university services.

Evening Degree Program Students

Counseling services are available to all currently enrolled students and to students who have been enrolled within the past year, and these services are without charge. Enrollment services are open to such students during evening hours and on Saturday mornings. The Office of Testing and Evaluation operates special evening sessions each quarter. Students are eligible for Student Health Services including surgical and dental care.

Returnee Center - Newark

The Newark campus has established a Returnee Center that provides orientation programs and directs the mature person to counseling and other services.

Originally established as extension centers, the regional campuses have a long history of serving the adult student. While primarily devoted to providing the first two years of baccalaureate work, each campus has special services to adults.

SPECIAL CLIENTELE PROGRAMS

The Ohio State University does not offer specially designed degree programs or credit courses for special clientele groups. It does, however, have a number of special services for such identifiable groups. There are a number of programs not-for-credit for such groups.

Program 60 - Non-Credit Enrollment

In 1976 the Ohio General Assembly passed a law requiring all state universities and state colleges to enroll persons over the age of 60 without charge in classes if the student does not want to earn credit. The brief statute is as follows:

> Sec. 3345.27. Each state university or college shall permit any person who is sixty years of age or older and who has resided in the state for at least one year to attend its courses and classes without charging such a person a tuition or matriculation fee, provided such attendance is on a non-credit basis, is in courses where classroom space is available and is approved by the instructors of the courses involved. The university or college may require payment of special fees, including any laboratory fees, if such fees are required of all students taking a course. Each university or college shall issue rules for determining the availability of classroom space and may issue such other rules as it considers necessary to implement this section, including rules exempting from the requirements of this section courses or classes for which special course or training prerequisites apply, in which physical demands upon students are inappropriate for imposition upon persons sixty years of age or older, or in which the number of participating regular students is insufficient to cover the university's or college's course related expenses. A university or college also may extend to persons attending its courses and classes under this section any other student rights or privileges it considers appropriate.[3]

Persons over 60 who want credit for courses may, of course, enroll through the Continuing Education Division, the University College or a degree granting college, but they would be required to pay regular fees.

In the autumn quarter of 1976-77 there were 164 Program-60 enrollees in courses offered at Columbus and the regional campuses. Enrollments vary from 50 to 170 per quarter.

Women

There are three offices that provide special services to women. Women's Services (in the Counseling and Consultation Service in the Student Services area) offers personal development counseling. The Office of Women's Studies (in the Office of Academic Affairs) coordinates the development of courses in women's studies. The Continuing Education Division - Women's Programs - provides entry services for women interested in continuing education through counseling and an orientation-to-the-university program for mature women. A three-quarter time coordinator is employed for this purpose at Columbus. At Mansfield and Lima there are similar programs managed by part-time personnel.

Persons Needing Remedial Courses

Remedial courses are open to Special Students on the Columbus campus and on the regional campuses. Under a project funded by the provisions of Title I of the Higher Education Act, faculty members and paraprofessionals have gone into the homes of persons in the Newark area and provided help to those who sought to pass the General Education Development (high school equivalency) examinations.

Handicapped Persons - Columbus

Special support services including bus service and specially equipped classrooms are available to the physically handicapped in the Columbus area, and part-time students have access to these services.

Prisoners - Mansfield Campus

Prisoners in the Mansfield Correctional Institution attend classes on the Mansfield campus. They are provided commuter bus service. It is possible to earn the first two years of work toward a baccalaureate degree through the Mansfield program.

CONTINUING EDUCATION UNITS (CEU)

A Continuing Education Unit, by definition, may be awarded for each ten contact hours of participation in an organized not-for-credit continuing education experience under responsible sponsorship, capable direction and qualified instruction.

The Ohio State University-Columbus in 1975-76 awarded 4,698.9 CEUs. There were 1,675 registrations in CEU programs. The CEUs awarded represent 46,989 hours of instruction.

In 1974 the Ohio Council on Higher Continuing Education recommended a plan for financing non-credit continuing education programs to the Board of Regents. Based upon studies of similar programs in Georgia, Virginia and Tennessee, the proposal recommended that the state subsidize non-credit programs at the rate of twenty dollars per CEU generated by state institutions beginning with the 1975-76 fiscal year. The program was not approved by the general assembly, but the regents have proposed that the 1977-79 budget provide for $1,600,000 for this purpose.

Ohio was the only state in the C.I.C. region to have such a proposal before its legislature as of the 1976-77 academic year, but it seems likely that similar proposals will be forthcoming elsewhere in the immediate future.[4]

ASSOCIATE DEGREE PROGRAMS

Associate in applied science degree programs are available only through the Agricultural Technical Institute at Wooster. (See **RESIDENCY REQUIREMENTS** above.)

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

General Examinations

The Ohio State University in 1976-77 did not award credit for CLEP general examinations.

Subject Examinations

As of October, 1976, the following schedule applied to the award of credit for CLEP subject examinations:

Subject Examinations	Course Number Equivalent	Credit Hours	Percentile or Standard Score
American History	Hist 150.01 or 150.02	5 hrs total	50th percentile
American Literature	English Spl	5 hours	50th percentile
Analysis, Interpretation of Literature	English 160	3 hours	50th percentile
Biology	Biology 100	5 hours	S.S. 55
Business Law	Bus. Adm. 510	4 hours	S.S. 60
College Algebra	Math 116	5 hours	80th percentile
College Algebra & Trig.	Math 150	5 hours	80th percentile
Educational Psychology	Psych 230	5 hours	S.S. 55
English Literature	English Spl	5 hours	50th percentile
Freshman English	English 100	5 hours	50th percentile
General Chemistry	Chem 121, 122 or Chem 121	10 hrs total 5 hours	70th percentile 50th percentile
General Psychology	Psych 100	5 hours	50% S.S. 50
Human Growth & Develop.	Psych 550	3 hours	S.S. 55
Introductory Calculus	Math 151	5 hours	80th percentile
Introduction to Sociology	Sociol 201	5 hours	S.S. 55
Tests and Measurements	Psych 611	3 hours	S.S. 60
Western Civilization	Hist 120.01 or 120.02 or 120.03	5 hrs total	50th percentile

Any registered student in a degree granting college or in the University College or in Continuing Education Division courses may have CLEP credit entered on her or his transcript.

COLLEGE ENTRANCE EXAMINATION BOARD ADVANCED PLACEMENT EXAMINATIONS (CEEB-AP)

In the fall of 1976-77, The Ohio State University academic departments approved the award of Examination Credit (EM credit) on the basis of student's scores on the CEEB Advanced Placement Program examinations as follows:

Subject Examination	Score Level	Course	Quarter Hours Credit
American History	3, 4, 5	Hist. 150.01 or 150.02	5
Art History	N/A		
Biology	4 or 5	Botany 110, Zoology 110	5
Chemistry	3	Chem. 121	5
	4 or 5	Chem. 121 and 122	10
Classics			
Virgil	3, 4 or 5	Latin 101, 102, 103, 104	20
Lyric	3, 4, or 5	Latin 101, 102, 103, 104, 200	25
Prose	3, 4, or 5	Latin 101, 102, 103, 104	20
English	3	English 100	5
	4 or 5	English 100 and 160	8
European History	3, 4 or 5	History 120.01, 120.02, or 120.03	5
French Language	3	French 101, 102, 103	15
	4 or 5	French 101, 102, 103, 104	20
French Literature	3	French 101, 102, 103	15
	4 or 5	French 101, 102, 103, 104	20
German	3	German 101, 102, 103	15
	4	German 101, 102, 103, 104, and 204	22
	5	German 101, 102, 103, 104, 109, 204, 205, 221	32
Mathematics			
Calculus AB	3	Mathematics 150, 151	10
	4	Mathematics 150, 151, 152	15
	5	Mathematics 150, 151, 152, 153	20
Calculus BC	3	Mathematics 150, 151	10
	4	Mathematics 150, 151, 152	15
	5	Mathematics 150, 151, 152, 153	20
Music	3, 4, or 5	Music 141, 271	7
Physics	Credit Determined by Department on Individual Basis		
Spanish	3	Spanish 101, 102, 103	15
	4 or 5	Spanish 101, 102, 103, 104	20

American College Testing Service Examinations (ACT)

Freshmen scoring at 26 or above on the ACT English test are excused from freshman English and are awarded five hours of credit. Those with scores of 24 or 25 may challenge freshman English by writing an essay, and if they do well they are excused from the course and receive five hours of credit. Those with scores of 25 on the ACT mathematics test are eligible to take a university mathematics test. If they pass they are awarded five hours of credit.

Proficiency Examination Program - Departmental Examinations for Credit

In the fall term of 1976-77 the university testing center administered 47 course examinations for credit for 23 departments. There is no charge for the examinations.

Application of CLEP, CEEB, ACT and Departmental Examination Credit

Any registered student in the Continuing Education Division or University College or in a degree granting college may earn credit by examination and have the credit entered on the transcript. By rule the limit of such credit is 45 quarter hours, and by petition the number may be greater than 45 quarter hours.

ARMED SERVICES TRAINING SCHOOL COURSES

The American Council on Education's *A Guide to the Evaluation of Educational Experiences in the Armed Services* is used as a basis for admissions office evaluation of courses taken in armed forces services schools, and credit is generally awarded in accordance with the recommendations. There is no limit to the amount of credit that may be so awarded. Varying amounts of credit are awarded for Defense Language Institute courses passed with a score of 78 or above (regardless of whether or not the course is taught by the university as a part of its offerings).

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) COURSES

Up to 30 hours of DANTES correspondence course credit and up to 40 hours of DANTES examination credit will be awarded for DANTES courses passed at the sixtieth percentile or above.

ARMY HELP FOR EDUCATION AND DEVELOPMENT (PROJECT AHEAD)

The Ohio State University participates in Project Ahead. Through this program the student chooses an institution from which he or she hopes to be graduated. The selection is made prior to or during enlistment. The institution then provides advice concerning courses the student-enlistee may take during the enlistment and about the applicability of credit so earned toward the educational objective.

SERVICEMEN'S OPPORTUNITY COLLEGE (SOC)

The Ohio State University participates in SOC by providing courtesy evaluations of transcripts, but admission is not allowed until the student is ready to enroll at Columbus or at one of the regional campuses. Residency requirements for the various degrees are not waived for SOC student enlistees.

MILITARY SERVICE CREDIT

In addition to credit which may be earned through DANTES courses and armed forces training school courses, 12 hours of ROTC credit are granted to enlisted personnel who have completed four months of active duty in the armed forces. Further, 18 more hours of ROTC credit are awarded for service as a commissioned officer (total 30 quarter hours). One hour of physical education credit is awarded to veterans.

CREDIT FOR COURSES LISTED IN AMERICAN COUNCIL ON EDUCATION GUIDE TO EDUCATIONAL PROGRAMS IN NONCOLLEGIATE ORGANIZATIONS

As of the fall of 1976-77, Ohio State University did not award credit based upon the recommendations of the ACE *Guide to Educational Programs in Noncollegiate Organizations.*

CREDIT FOR EXPERIENTIAL LEARNING

The Department of Communications in the College of Social and Behavioral Science has awarded credit on the basis of learning acquired other than in the formal classroom. It should be noted that the policy of the departments provides that any course may be challenged by examination. The method of the examination is left to departmental determination. To award credit for experiential learning therefore requires no change in rules or policy, and the opportunity so to award credit is there for departments that wish to pursue this approach through examination of student portfolios, written and other work and other appraisal of student competencies.

EXTERNAL DEGREE PROGRAMS

There are no degree programs offered which do not require campus residency. No Columbus campus residency is required for the associate in applied science degree which may be earned entirely at Wooster; for the master's degree programs at Dayton; or for the baccalaureate in early and middle childhood education at the regional campuses.

CONSORTIUM PARTICIPATION

The Ohio State University does not participate in consortium arrangements specifically designed to provide courses or degree programs for the adult part-time student.

There is an arrangement with Mt. Carmel Hospital in Columbus and Mansfield General Hospital in Mansfield through which students attend classes on the Columbus or Mansfield campuses in conjunction with a two year registered nurse diploma program. The diploma is awarded by the hospital.

INDEPENDENT (CORRESPONDENCE) STUDY

The university does not offer independent (correspondence) courses for credit.

Correspondence Study Transfer Credit

Up to 30 quarter hours of undergraduate credit earned through correspondence study at an accredited institution may be transferred to the university. The limit is inclusive and applies to DANTES credit as well.

INDEPENDENT STUDY OTHER THAN CORRESPONDENCE STUDY

The undergraduate colleges and the Graduate School of The Ohio State University provide opportunities for students to pursue special studies on an independent basis. Credit is awarded on an arranged basis, and the student is enrolled in individual studies courses (whose course number final digits are 93). Groups of students may pursue special topics through special group studies courses (whose course number final digits are 94). All -93 work is graded on a Satisfactory/Unsatisfactory basis. These approaches are well established on the campus.

Students enrolled in the Continuing Education Division may seek to make such arrangements with faculty members. This is not often done, but the opportunity is open to qualified adults who may wish to pursue educational objectives in this manner.

OFF CAMPUS CLASSES

In the fall of 1972 the board of regents enforced a regulation (known as Rule 2) concerning off-campus class programs of state assisted postsecondary institutions. The rule required that no state subsidy would be allowed for student enrollments except for courses offered within the physical facilities of the main campus or branch campuses. The rule did not prohibit institutions from offering courses under contract arrangements which covered all costs of the offerings. The Ohio State University, under the rule as of its initial adoption, could offer courses only in Columbus and at the regional campus sites if it wished state reimbursement on a full-time equivalency (f.t.e.) basis. The rule did not and does not apply to educational programs not-for-credit.[5]

In 1975 the board of regents adopted standards for the awarding of Certificates of Authorization to postsecondary institutions *in and outside* of Ohio who wish to offer courses in Ohio at sites other than their home-base campus.

The standards are regarded by many as an appropriate approach to the regulation of institutions wishing to offer credit courses in states other than those in which they are located. The regents have further said, in effect, if Ohio institutions meet such standards they too may offer courses off-campus and be eligible for the f.t.e. student subsidy, but at a reduced rate--in 1976-77, 75 percent.

Throughout the C.I.C. states there is deep and growing concern about the regulation of out-of-state institutions offering courses--often with apparently little quality control or concern for consumer protection. The standards document is therefore included here in its entirety as illustrative of one state's approach to the problem.

OHIO BOARD OF REGENTS

Amended R.G.-1-08

Standards for Issuance of Certificates of Authorization
Under Section 1713.03, Ohio Revised Code

Part A - General Standards

1. Certificates of Authorization shall be issued by the Ohio Board of Regents to a non-profit university, college, academy, school, or other institution, incorporated or unincorporated, which offers instruction in one or more fields such as technical education, the arts and sciences, teacher education, business administration, engineering, philosophy, literature, fine arts, law, medicine, nursing, social work, theology, and other recognized academic and professional fields of study where there is the intention to award for successful completion of the equivalent of four semesters or six quarters of full-time study the associate degree in applied science, applied business, or in arts; where there is the intention to award for successful completion of the equivalent of not less than eight semesters or twelve quarters of full-time study the baccalaureate degree of appropriate designation; where there is the intention to award for successful completion of the equivalent of not less than two semesters or three quarters of full-time study beyond the baccalaureate the master's degree or appropriate designation of a graduate-professional degree; and where there is the intention to award for successful completion of the equivalent of not less than six semesters or nine quarters of full-time study and research beyond the baccalaureate the Doctor of Philosophy degree.

2. Applications for a Certificate of Authorization shall be submitted to the Chancellor of the Ohio Board of Regents in accordance with forms or an outline of specifications as prepared by him. The application shall include a sworn statement of authenticity and truthfulness signed by the appropriate officer of the institution or educational corporation.

3. If the applicant is an educational corporation, the applicant shall provide the Ohio Board of Regents with an authenticated copy of its articles of incorporation as filed in the Office of the Secretary of State of the State of Ohio. The applicant shall provide a list of the names and addresses of the current board of trustees and of the principal administrative officers, such as president or director, vice-presidents, deans, and business manager.

4. If the applicant is an unincorporated institution, the applicant shall provide the Ohio Board of Regents with the by-laws or other evidence of the operating rules of the institution and with the names and addresses of the principal officials of the institution.

5. The application shall clearly indicate the name of the institution or educational corporation and the designation of the degree or degrees which the applicant proposes to offer. The name of the institution

shall clearly indicate the nature of the academic program offered, such as:

a. Institute or College for a program of not less than four semesters or six quarters of course instruction and for award of the associate degree.

b. College for a program of not less than eight semesters or twelve quarters of course instruction and for award of the baccalaureate in arts and sciences and in not more than two professional fields of study.

c. University for a program of not less than eight semesters or twelve quarters of course instruction and for award of a baccalaureate in arts and sciences and in three or more professional fields of study, for a program of not less than two semesters or three quarters of course instruction and for award of the master's degree, for a program of not less than four semesters or six quarters of course instruction and for award of the Doctor's degree, and for a program of not less than four semesters or six quarters of course instruction and for award of a graduate-professional degree.

d. School, College, or Seminary for a program of not less than four semesters or six quarters of course instruction and for award of a graduate-professional degree.

6. In order to qualify for the Certificate of Authorization an applicant shall indicate that a period of academic planning has preceded the filing of said application, that educational consultants with appropriate educational qualifications have been retained in the development and evaluation of academic plans, and that applicant has consulted with the North Central Association of Colleges and Secondary Schools or with the professional accrediting agency appropriate to the fields of study to be offered.

7. In order to qualify for the Certificate of Authorization an applicant shall indicate its intention to qualify for regional or professional accreditation within a reasonable period of time, not more than eight years after the proposed date of initial instruction. An applicant already possessing such accreditation shall be deemed to have met this requirement. This requirement may be waived in the instance of a seminary of theology where an appropriate professional accrediting organization is not in existence.

8. In order to qualify for the Certificate of Authorization an applicant shall offer evidence of academic, fiscal, and other qualifications to provide instruction to students in accordance with the following minimum standards of current operating endeavor:

a. Arrangements for instructional facilities which shall provide not less than 100 square feet of space per full-time, day-time student.

b. Arrangements for current operating financial support at not less than $800 per full-time equivalent student two semesters or three quarters a year, including the value of contributed services.

c. Arrangements for recruitment of an instructional staff in a ratio of not more than 30 full-time equivalent students to one full-time equivalent faculty member per semester or quarter.

d. Arrangements for recruitment and retention of an instructional staff of which not less than 60 percent shall have obtained the master's degree or shall have obtained the baccalaureate degree and have had not less than five years of instructional or professional experience in the field of instruction offered.

e. Arrangements for a library to provide not less than 5,000 volumes for a two-year program of study and of not less than 15,000 volumes for a four-year program of study.

In addition, institutions whose instructional activities will encompass substantial components of teaching at locations removed from their permanent campuses or which will rely upon non-traditional learning methods and environments removed from their permanent campuses shall provide such services in accordance with standards set out in Part B, on the following page.

9. In order to qualify for a Certificate of Authorization, an applicant shall agree to submit an annual report each year within a reasonable length of time after June 30 indicating the plant, staff, library, and fiscal resources of the institution or educational corporation in relation to enrollment.

10. In order to qualify for a Certificate of Authorization, an applicant shall agree to permit a representative of the Ohio Board of Regents to inspect the records of the institution or educational corporation to verify the data provided in the annual report.

11. The Ohio Board of Regents reserves the right to institute proceedings for the revocation or modification of a Certificate of Authorization under one of the two following conditions:

a. Failure of an institution or educational corporation to maintain the minimum standards specified in paragraph 8 above, and, if applicable, Part B, on the following page.

b. Failure of an institution or educational corporation to obtain and retain regional accreditation or accreditation by an appropriate professional accrediting agency within eight years of initial offering of instruction or within three years after suspension or withdrawal of such accreditation.

12. Upon determination by the Ohio Board of Regents that an applicant institution is entitled to a Certificate of Authorization, an appropriate Certificate attesting this action by the Board shall be issued to the applicant institution by the Chancellor and a copy of said Certificate shall be filed with the Secretary of State of the State of Ohio.

13. An institution of higher education receiving a Certificate of Authorization shall be entitled in its catalogue and other official publications to state: "Certificate of Authorization received from Ohio Board of Regents."

Part B - Standards for Off-Campus Instructional Activity

In establishing instructional programs at locations removed from their permanent campuses, or relying upon non-traditional learning methods and environments removed from their permanent campuses, colleges and universities properly should assume responsibility for added efforts to assure a high quality of educational experience for students served. Moving as they may do outside of long-established and home-campus based procedures for quality review and control, and in the absence at this point in time of specific accreditation review for off-campus activities, each sponsoring college and university must be prepared to bear the burden of demonstrating that sound quality control procedures are in effect. It is the purpose of these standards to describe a pattern for such demonstration for use by colleges and universities seeking to sponsor off-campus instructional activities in Ohio.

As used in these standards, "permanent campus" or "central campus" refers to the principal on-going physical campus traditionally recognized in American higher education as the permanent seat of an institution's instructional program, and from which off-campus instruction is most often extended. Institutions which utilize geographically dispersed arrangements for teaching and which have no clearly identifiable permanent campus must bear the added burden of demonstrating that the stability of academic control, of continuing validation of credits awarded, and of supporting resources ordinarily associated with a permanent campus are somehow assured through its less traditional arrangements.

In seeking a Certificate of Authorization in which off-campus instruction will constitute an important mode of operation, the applicant college or university must offer general testimony that each standard established below has been and will continue to be met. Upon request of the Board of Regents an applicant college or university shall offer further evidence satisfactory to the Board in response to the implementing procedures or such other procedures which may appropriately relate to compliance with the Board's standards.

Standard 1. Purposes of Off-Campus Activity

It must be clear that the over-riding purpose of the off-campus instructional activity is to carry out an educational mission of the sponsoring college or university. Secondary or incidental purposes such as the generation of income beyond expenses incurred and the fostering of improved public relations must not predominate as purposes for off-campus programming.

Implementing Procedures:

a. The sponsoring institution must offer evidence that off-campus instruction in general is clearly related to the educational goals and objectives of the institution as they existed when the most recent accreditation review was made, or that established procedures for modification of such goals have been followed and that accreditation review has been sought.

b. The sponsoring institution must demonstrate the clear relationship of individual off-campus instructional offerings to the larger educational goals and objectives of the institution.

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Standard 2. Academic Control

The design, conduct, and evaluation of all off-campus instructional activities must be under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance.

Implementing Procedures:

a. The sponsoring institution must offer evidence that the off-campus programming operates in a clear and effective way under the continuous academic control of the central institution.

b. The sponsoring institution must clearly define the relationship of off-campus coordinators, supervisors, and administrative personnel, to the central academic control processes.

c. The sponsoring institution must clearly define the provisions which have been made and which are operative for control of off-campus activities involving:

. recruitment and counseling of students
. admission of students to courses and to the sponsoring institution's degree programs
. course content and the conduct of instruction
. evaluation of student performance
. academic recordkeeping
. appointment and evaluation of faculty

Standard 3. Curriculum

All off-campus teaching and the credits awarded in such instructional activity must bear a clear relationship to the degree programs of the sponsoring institution.

Implementing Procedures:

a. The sponsoring institution must demonstrate the relationship of each off-campus course offering to the degree programs for which it is creditable.

b. The sponsoring institution must offer clear evidence that the curriculum in whole and in its parts contains the essential components peculiar to the discipline it represents, as generally accepted by scholars in that discipline, and that the courses taken together lead to a coherent and recognizable program goal.

c. The sponsoring institution must demonstrate that well-developed course syllabi and instructional guides have been developed and reviewed by established academic control authorities.

d. The sponsoring institution must demonstrate that individual courses are clearly recognizable as appropriate to the level of education which they support. (Associate degree, baccalaureate, masters-level, etc.)

e. The sponsoring institution must demonstrate that appropriate procedures have been developed and are operative for student examination and evaluation, and that systematic monitoring is conducted to protect the integrity of the grading process.

f. The sponsoring institution must demonstrate that an effective process is operative to validate the equivalency of off-campus instruction to the instruction conducted on the central campus.

g. The sponsoring institution must offer evidence that course enrollments off-campus require a level of sophistication on the part of students consistent with the level of education undertaken.

h. The sponsoring institution must offer evidence that appropriate exit criteria have been established for determining successful completion of course work and degree programs organized off-campus.

i. The sponsoring institution must offer evidence that a reasonable prospect exists that credits earned in off-campus instructional programs will be accepted for transfer by other well-established institutions of higher education.

Standard 4. Faculty

Faculty persons assigned to off-campus instruction must be fully competent to undertake the level of instruction offered and must be selected and evaluated according to standards compatible with central campus instructional expectations.

Implementing Procedures:

a. The sponsoring institution must demonstrate that off-campus faculty members are recruited and their credentials reviewed in a manner consistent with central campus academic controls.

b. The sponsoring institution must demonstrate that the standards of faculty preparation required of off-campus instructors is comparable to those enforced on the central campus.

c. The sponsoring institution must offer evidence that its standards of faculty preparation for off-campus teaching are appropriate to the level of instruction to which individual members are assigned. (Doctoral or equivalent for graduate-level teaching, Masters for undergraduate teaching, Baccalaureate plus professional experience for technical education teaching, etc.)

d. The sponsoring institution must demonstrate that faculty members recruited for off-campus instruction have appropriate experience in teaching at the level of education to which they will be assigned.

e. The sponsoring institution must demonstrate arrangements which have been made for assuring productive relationships between on-campus and off-campus faculty persons, consistent with their need to strive for comparable results within the degree programs for which they are responsible.

Standard 5. Supporting Services

An adequate array of supporting services must be at hand and operable to assure a high quality of off-campus instruction.

Implementing Procedures:

a. Student Services

The sponsoring institution must demonstrate that on-going provision has been made for guidance and counseling services for students, for assuring student participation sufficient to promote success on the part of individual students, and for continuous monitoring of the progress of students toward their degree goals.

b. Library and Laboratories

The sponsoring institution must demonstrate that satisfactory support in the form of library resources, laboratory and clinical experiences, instructional supplies and equipment and classroom facilities is at hand sufficient to sustain the off-campus instructional program.

Standard 6. Contracts with Cooperating Institutions and Students

Wherever off-campus offerings involve cooperating public or private institutions, educational or otherwise, and wherever off-campus offerings involve well-identified pilot student groups, it is the sponsoring college or university's responsibility to assure that all parties understand their rights and obligations within the off-campus program of instruction.

Implementing Procedures:

a. The sponsoring institution must assure that clear agreements exist with cooperating institutions and that the appropriate responsible officers of those institutions have entered into the agreements.

b. The sponsoring institution must demonstrate that clear understanding exists with cooperating institutions so far as services to be rendered and the cooperating institutions' obligations of support are concerned. Clear agreement must exist on sharing of costs, availability of facilities, schedules of student charges, period and renewal of the agreement, etc.

c. The sponsoring institution must demonstrate that in all such agreements with cooperating institutions, clear academic control is retained by the credit-granting institution.

d. The sponsoring institution must demonstrate the extent of its commitment for continuing service to students and cooperating institutions, and must offer evidence of its notification to students of the extent of such continuing commitment.

Standard 7. General Operations

The offering of off-campus programming must be carried out in a manner consistent with high standards of ethical business practice.

Implementing Procedures:

a. The sponsoring institution must offer evidence that clear statements about the institution itself and its proposed services are available to all students, including a clear statement of the extent of commitment to continuing service.

b. The sponsoring institution must demonstrate and maintain a policy of clear and truthful advertising about its services.

c. The sponsoring institution must demonstrate a clear, well-publicized, and reasonable policy of tuition charges and refunds.

d. The sponsoring institution must demonstrate consistently high standards of business ethics in all of its relations with students and the general public.

Standard 8. Accreditation

It must be clear that the sponsoring institution has sought and achieved appropriate accreditation for its central campus programming and that it has sought such accreditation as may be available to it for the specific off-campus programming sought to be offered.

Implementing Procedures:

a. The sponsoring institution must provide evidence of its current status so far as institutional accreditation and pertinent professional accreditation is concerned.

b. The sponsoring institution must provide evidence of its current accreditation status so far as its off-campus activities are concerned, including a report of its current efforts to achieve such accreditation.

c. The sponsoring institution must provide evidence of all required certifications by the State Department of Education for its programs in teacher education, including a status report of off-campus programming within such general approvals as have been received for central campus programs.

Standard 9. Visitation Examination

Each institution conducting off-campus instruction may be examined by a panel of visitors representing the Board of Regents for the purpose of assessing the institution's fulfillment of these

Standards. Wherever practicable, the Board of Regents will attempt to rely upon the reports and site examinations made by regional accrediting associations to avoid duplicative and burdensome review processes.

Implementing Procedures:

a. The sponsoring institution must make appropriate preparation for such visitation as may be proposed by the Ohio Board of Regents, responding to specific requests from the Chairman of the panel of visitors.

b. The sponsoring institution must bear the reasonable costs of such visitation for the purpose of examining its off-campus programming.

Adopted by the Ohio Board of Regents:	May 16, 1975
Filed with the Secretary of State:	May 20, 1975
Effective:	June 1, 1975

In accordance with the above, The Ohio State University in 1976-77 offered off-campus classes for credit in community extension centers in Columbus, on its main and regional campuses, at Dayton and Wooster and some courses in education in central Ohio. The university has explored the possibility of providing courses on a contract basis for industrial firms outside of Columbus and in the capitol complex, but has not yet offered such courses.

Off-campus classes are arranged for and provided by the departments and not by the Continuing Education Division.

In the fall quarter of 1976-77, 21 courses with an enrollment of 356 were offered from the Columbus campus in Rio Grande, Cincinnati, Deshler, Cambridge, Piketon, Steubenville, Troy, Zanesville, Lima, Lancaster, Delaware, Springfield and in the greater Columbus area (six courses).

The Marion campus provided eight courses at the Marion Correctional Institution. There were 199 enrollments.

The Mansfield campus provided five courses off-campus in the Mansfield area with 103 enrollments.

Most of the courses from the Columbus and Mansfield campuses were in education. Total enrollment for all off-campus classes offered from the university's campuses was 658.

CREDIT NON-DEGREE PROGRAM

In 1971-72 there were 4,818 enrollments in the credit non-degree program of the Division of Continuing Education. This program provides opportunity for adults who are not degree candidates to take undergraduate courses for credit. In 1975-76 the enrollment had risen to 8,782 (Columbus and regional campuses combined). All course offered are regular catalog listed offerings, and are taught by members of the university faculty in Columbus and at the regional campuses. Courses are taught as part of the regular teaching load or compensation is provided on a negotiated basis at a rate of up to 20 percent of the annual salary (if the course is offered away from the campus where the faculty member does day-time teaching).

Full university academic undergraduate credit for work satisfactorily completed is awarded to Continuing Education students. Even if they have already earned degrees from The Ohio State University or another college or university, Continuing Education students are not eligible to take graduate level courses or to obtain graduate credit for any course taken through the Division. Students enrolled in the Division comply with the same policies and procedures as regular students, including such matters as fees, academic standards, admission and registration procedures. Students who wish to audit University courses may do so after they satisfy the appropriate entrance requirements and receive written permission of the professor and the director of the Division. There is no reduction of fees for students admitted and registered as auditors. Once students have audited courses they may not receive academic credit for those courses at a later date.

Adult students are registered in the Division as non-degree students. If they later decide to undertake academic work leading to a degree they will be required to file appropriate materials for admission to a degree granting college of the university. At that time all academic work taken will be evaluated in terms of the proposed degree program. These students must complete all of the qualifications for a degree outlined in the appropriate portion of the university bulletin. Such students will be expected to file complete credentials and, if they are accepted by the degree granting college, they will be assessed the university acceptance fee.

ACCELERATED OR "MINI-COURSES"

Some courses, primarily in education, are offered in a time frame less than a quarter in duration. The education courses are often provided at off-campus sites.

AUTO-TUTORIAL APPROACHES

While the practice of offering self-paced courses employing multi-media approaches is extensive on the Columbus campus, no attempt has been made to equip classrooms and laboratories at sites away from Columbus or the regional campuses.

COMPUTER ASSISTED INSTRUCTION

Apart from a very sizeable number of courses which employ the computer to augment instruction on the campuses of the university, there are no courses for credit which employ computer stations or terminals as the main vehicle for instruction at off-campus sites.

COOPERATIVE EDUCATION PROGRAMS

The Ohio State University does not offer Cooperative Education Programs in which part-time students may participate.

TAPE CASSETTE COURSES

No whole courses are available through audio or video tape cassettes.

RADIO COURSES

No courses for credit are offered through the radio broadcasting facilities of the university.

TELEVISION COURSES

In 1975-76 a television course in engineering was offered over the university's television station (WOSU-TV) and WPBO-TV (Portsmouth). The course was designed to provide a credit earning opportunity as well as to prepare engineers for state licensing requirements. Public broadcasting productions, which elsewhere have been offered for credit by participating institutions, have been carried by WOSU-TV, but the university has not provided credit for them.

"ELECTRONIC BLACKBOARD" COURSES

The university does not employ the Victor Telewriter-Electrowriter or other equipment as a vehicle for off-campus credit courses.

NOTES

2. The Ohio State University *Bulletin*, Book 3, Vol. LXXX, No. 6, *Course Offerings* 1976-77, pp. 12-13.

2. See Robert F. Ray, *University Credit and Degree-Earning Opportunities for Adults*. Report No. 1, *The C.I.C. Study of the Non-Traditional Student* (Iowa City: Division of Extension and University Services, The University of Iowa, 1973), p. 169.

3. File 273, Acts of the General Assembly, effective August 11, 1976.

4. See "Master Plan for Continuing Higher Education/Lifelong Learning," Ohio Council on Higher Continuing Education, December, 1975 (unpublished).

5. See Ray, *op. cit.*, p. 175.

Appendix X

PURDUE UNIVERSITY

INTRODUCTION

Purdue University is governed by a board of trustees of ten members. Seven (one of whom is a student) are named by the governor of Indiana, and three are named by the Purdue Alumni Association. The main campus is at West Lafayette, Indiana, and there are regional campuses at Hammond and Westville, and, with Indiana University, at Fort Wayne and Indianapolis (IUPUI).

The University is headed by a president. As of the fall of 1972 the regional campuses and continuing education/extension activities were headed by a central administration vice president, and each campus was headed by a dean. This structure has been supplanted by a different arrangement. Now the regional campuses are headed by chancellors. The central administration consists of the president, an executive vice president/treasurer and an executive vice president/provost. Also reporting to the president are a vice president for advancement, the administrative dean for regional campuses, the director of intercollegiate athletics, and the executive assistant to the president. Reporting to the provost are the deans of nine schools, the vice president for research/graduate school dean, the vice president for student services and the associate provost/dean for academic services.

At each regional campus there is a director of continuing education who reports to the chancellor of the regional campus.

On the West Lafayette campus a director heads the Continuing Education Administration and this person reports to the associate provost/dean for academic services.

A Continuing Education Coordinating Council consists of the four regional campus directors of continuing education and the director of Continuing Education Administration. This group has the associate provost/dean for academic services as its chairperson. There are no direct lines of administration between the regional campus continuing education directors and the associate provost/dean for academic services nor between the regional continuing education directors and the director of the West Lafayette Continuing Education Administration, because the regional campus continuing education directors report to their chancellors.

On the West Lafayette campus there is a Continuing Education Council. This council consists of representatives of the nine Purdue Schools. Six of the nine representatives are persons jointly employed by the school and Continuing Education Administration (the School of Agriculture, the School of Science and the School of Consumer and Family Sciences do not have jointly employed appointees). The joint appointees bear the title of director or coordinator of continuing education in the schools. The director of Continuing Education Administration and the associate provost/dean for academic services are co-chairpersons of the council. No continuing education programs are offered without academic or administrative unit sponsorship.

Virtually no credit work is offered through Continuing Education on or from the regional campuses which began as extension centers and which continue to offer at the sites many opportunities for adults at times convenient to them.

Both credit and non-credit offerings are provided through the Continuing Education Administration on the West Lafayette campus and from that site.

There are two divisions within the Continuing Education Administration—the Division of Conferences and the Division of Special Classes. In addition there is a unit designated the Supervisory Development Institute; a unit designated Life Insurance Marketing Institute; a Telecommunications Coordinator; and a Director for Economic Education Projects.

In the fall semester of 1975-76 there were large numbers of part-time students enrolled on the campuses of the university. Part-time students are so designated if they are carrying fewer than eight credit hours. The following chart (exclusive of IUPUI whose enrollments are reported by Indiana University) tells the number of students who carried from one to seven hours:

Campus	Undergraduate Part-Time	First Professional & Graduate Part-Time	Total Part-Time	Total Full-Time	Total Full-Time & Part-Time
Calumet Campus Hammond	3,097	1,334	4,431	2,284	6,715
North Central Westville	903	213	1,116	674	1,790
Fort Wayne	1,736	402	2,138	1,401	3,539
IUPUI	N/A	N/A	N/A	N/A	N/A
Lafayette	1,671	2,100	3,771	25,564	29,335
TOTALS	7,407	4,049	11,456	29,923	41,379

The Cooperative Extension Service for Indiana is centered at Purdue. Courses for credit are not provided by the Service, and the agency has not been reviewed for purposes of this study.

Many adults find their continuing education objectives best met through non-credit, non-degree credit, short courses, conferences, institutes and similar offerings. The university reported on the 1975-76 Higher Education General Information Survey that there were 90,562 registrations for such activities through the West Lafayette campus (exclusive of Cooperative Extension Service activities). The regional campuses and televised offerings accounted for about 14,000 more registrations.

Expenditures for Continuing Education Administration activities on the West Lafayette campus in 1975-76 were $2,784,000. Of this amount, $402,369 was provided in state appropriations and $87,300 was in grants or other support. The remainder was made up in fees charged participants. On the regional campuses, Calumet reported income of $152,450; the North Central Campus reported $57,220; and Indiana University-Purdue operations at Fort Wayne reported $150,400 in such income. Indiana University-Purdue University-Indianapolis figures are reported through Indiana University.

GUEST-HOST PROGRAMS

In January, 1962, the presidents of Purdue University and Indiana University signed an agreement through which one of the universities may offer undergraduate courses, associate degree courses or programs, graduate level courses (not whole programs) and non-credit programs in the regional campus facilities of the other university.

The agreement requires written permission of the appropriate departments, schools or colleges on the parent campus of the "host" institution before the "guest" may present courses or programs.

Financial responsibility rests with the host. Staff members who teach such courses or in such programs are under the administrative direction of the host university and the academic direction of the guest university (which is also responsible for initial rank, promotions and tenure status).

Students are admitted to courses or programs in accordance with the admission requirements of the guest university. Student records are maintained by the host university.

Under the guest-host arrangement courses and programs of the two universities can be made available at all the regional campuses of both throughout Indiana.

RESIDENCY REQUIREMENTS

Definition

All work taken by a student that is taught by Purdue faculty members (Indiana University faculty members in the regional campus centers where a guest-host arrangement has been developed for instruction) counts as resident credit. This includes work taken through evening classes, off-campus classes, regional campus classes and radio and television offerings.

Bachelor's Degree Requirements

Resident study, as defined above, at Purdue University for at least two semesters (32 semester hours) in courses regularly open to third and fourth year students is required for a bachelor's degree. Students are usually expected to complete the senior year in Purdue courses. Students who have at least four semesters of resident study as defined above may complete not more than 20 hours of the senior year in another approved college or university; however, to do so requires approval of a petition. Two summer sessions are equivalent to one semester.

Associate Degree Requirements

The student seeking an associate degree from Purdue University must engage in study under the supervision of the West Lafayette faculty or at one of the regional campuses (or under the supervision of their faculties) for at least two semesters in courses regularly open to first and second year students. Students are usually expected to complete the second year in Purdue courses as Purdue students. Students who have spent a year and a half in this manner may petition to be allowed to earn not more than 16 hours of work in another approved college or university. Two summer sessions may be counted as one semester of work.

Master's Degree Requirements

The student must complete two semesters of work in residence as defined above for a master's degree (or 26-36 semester hours, depending upon the degree sought). Degree requirements are stated in "units" and 13-18 semester hours of work equals one unit. Two units are required. Students may transfer credit from another university subject to evaluation of that work by the department at Purdue in which the student wishes to pursue the degree.

FEES

West Lafayette Campus

On the Lafayette campus Indiana residents carrying fewer than eight hours pay $27 per credit hour and non-residents pay $54 per credit hour. These rates apply to undergraduate and graduate students. Full-time students pay no tuition as undergraduates and a year's costs in fees is about $750 if they are residents. Non-residents on a full-time basis pay the same fees and $950 for full year tuition. At the graduate level full-time students who are residents pay $375 per semester and non-residents pay $850 per semester.

Regional Campuses

Indiana residents pay $21 per undergraduate credit hour at the regional campuses and non-residents pay $40 per credit hour. Graduate fees are $26 per credit hour for residents and $50 per credit hour for non-residents.

STUDENT CLASSIFICATIONS AND APPLICATION OF CREDIT TOWARD DEGREES

Non-Degree Student Classification-Undergraduate

A "mature" person (one who has been out of high school for two years or more) who wishes to enroll for course work, but who at the time of enrollment does not wish to be a degree candidate, may be admitted as a "non-degree student." At Lafayette the student applies to the admissions office and is admitted by special permission and may take not more than seven hours per semester.

The "maturity" aspect of the above is not required at the regional campuses and students just out of high school may enroll as non-degree students and take up to nine hours per term if they meet the prerequisites of the courses.

Temporary Graduate Student Status

Persons admitted as temporary graduate students are not degree candidates but they seek further study to meet individual needs. Such status does not mean "admission on trial." No more than nine hours earned in this status may be applied to an advanced degree if the student is later admitted to regular graduate student status.

Credit Earned Through Off-Campus Classes, Evening Classes, Regional Campus Classes, Radio and Television Classes, and Transfer Credit From other Institutions

All credit earned in courses taught by Purdue faculty (and by Indiana University faculty in guest-host sites) counts as resident credit.

Except for the requirements for the various degrees listed on a previous page under **RESIDENCY REQUIREMENTS**, applicable credit may be transferred from other accredited postsecondary institutions.

Credit earned as an undergraduate at Purdue or other accredited postsecondary institutions that is in excess of the requirements for a baccalaureate degree may be applied toward an advanced degree at Purdue. That the credit is in excess of the bachelor's degree requirement must be certified by the dean of the college where it was earned. Such credit is not applied by Purdue until the student has been in residence one semester with satisfactory work completed.

COUNSELING AND ADVISING

Non-degree students receive academic counseling on the campuses through admissions personnel.

Degree candidates (who may be pursuing work on a part-time basis) are advised through the school or other division in which they are candidates.

(See also **SPECIAL CLIENTELE PROGRAMS.**)

SPECIAL CLIENTELE PROGRAMS

Special Program for Spouses of Graduate Students—The SPAN Plan

Purdue University offers special counseling services for students of all ages, a scholarship program for student spouses and a freshman counseling program especially designed to provide new students with a better awareness of the importance of planning lifelong learning. These are the chief thrusts of the SPAN Plan. Inquiries are directed to the office of the dean of students, and interviews are arranged. The office refers them to the appropriate university source for testing, counseling and academic advising.

An eight week non-credit course with a fee of $16 is available to those interested in examining goals, objectives, and personal motivation. Persons enrolled receive admissions information and may take interest and aptitude tests and have personal counseling sessions.

Small grants are available to the spouses of Purdue students to enable them to take at least one course per grant. Since 1968 grants totaling about $30,000 have been made to some 450 spouses. Funds are raised by student organizations, faculty and staff contributions, the Alumni Foundation and university foundation sources.

Freshmen women are invited in groups of four or five to meet with a senior Purdue woman student and personnel in the office of the dean of students. The conferences are designed to encourage freshmen women to plan their educational careers in recognition of the changed pattern of women's lives.

Other Programs

Purdue does not have specially designed credit courses or degree programs for identifiable clientele groups of part-time students such as prisoners, the disadvantaged or others. There are a number of non-credit programs designed to meet special needs.

CONTINUING EDUCATION UNITS (CEU)

A Continuing Education Unit, by definition, may be awarded for each ten contact hours of participation in an organized not-for-credit continuing education experience under responsible sponsorship, capable direction and qualified instruction.

In 1975-76 Purdue University awarded from the West Lafayette campus 6,356 CEUs representing 63,536 hours of instruction.

ASSOCIATE DEGREE PROGRAMS

Leaders in "non-traditional" education in the United States have for some time urged that there be developed more options for students in postsecondary education programs. In recognition of this need, Purdue University has developed a new type of associate degree program known as "Type B" associate degrees.

In presenting the rationale for the concept to the Indiana Commission for Higher Education for consideration at its September, 1972, meeting, Purdue officials wrote as follows:

> Recently, there has been much discussion about what might be done for students who decide to leave the university after three or four semesters with the idea of returning to college some years in the future, or of completing a degree through courses taken in a number of other ways: on television, radio, evening programs, correspondence, etc., as well as regular university attendance at the Lafayette or Regional Campuses. There is a strong possibility that college attendance in the future is going to be less a matter of going to a specific institution on a full-time basis for four consecutive years, and more a process of missing some years of such attendance with work experience, part-time study, evening study, television, radio, and the like. This may be a very desirable trend, as it will open more avenues of opportunity to students and will make education more of a lifelong process. It is incumbent upon universities to develop programs and alternatives which will make it possible for students to pursue these less traditional paths to learning.[1]

In brief, the proposal provided that, in appropriate academic areas, Purdue University develop programs so that a student, having completed three or more semesters of regular undergraduate work, should, if he or she plans to withdraw temporarily or permanently, have an opportunity to take an additional specially planned semester of work which would lead to the award of a Type B associate degree. The final semester would be known as the "career" semester.

The university requested authorization to offer the associate in agriculture, engineering, industrial management, science and home economics (later the School of Home Economics became the School of Consumer and Family Sciences) degrees.

Regarding the curriculum, the proposal provided the following:

1. The associate degree would require at least half of the credit hours normally needed for graduation, including at least one semester or equivalent with substantial occupational emphasis.
2. The student would have to declare for the associate degree prior to registering for the "career" semester.
3. The school or department involved would provide comprehensive counseling to the student in the development of the "career" semester.
4. The curriculum would consist of courses already existing within the University. Any department deciding to offer such a degree would be permitted to develop not more than one additional course to serve these particular students.
5. All courses involved in such curricula would be regular college courses and would be acceptable for credit toward four-year programs if taken by the student in a normal sequence and program.[2]

On April 13, 1973, the Commission approved the proposal to offer the degree at the West Lafayette campus.

The proposal has been implemented and the degrees are awarded through the five schools. The program provides an opportunity for students thus to earn a "stop-out" credential. Students who may have earned at least three semesters' credit and who have "stopped-out" may return to earn the degree—an often meaningful credential in the world of work, and those who may have earned the degree may return in pursuit of baccalaureate degrees.

(See also **ASSOCIATE DEGREE PROGRAMS**, Appendix XI, for a description of another kind of "stop-out" credential known as the "Certificate of Junior Graduate in Liberal Studies.")

Type A Associate Degrees

The School of Technology offers a wide variety of areas of concentration for the degree associate in applied science. These include the field of nursing and the following technologies: architectural, aviation electronics, aviation maintenance, chemical, civil engineering, computer, electrical engineering, food service, foundry drafting design, mechanical engineering, mental health, metallurgical engineering and professional pilot.

The School of Veterinary Medicine offers an associate degree known as the animal technician degree.

The School of Agriculture offers an associate degree in food sales and distribution.

The School of Consumer and Family Sciences offers an associate degree in restaurant and hotel management.

The programs are available on the regional campuses on the basis of community interests and needs as well as on the West Lafayette campus. In 1975-76 the following were authorized:

Associate in Applied Science Degree Concentration	Calumet	Fort Wayne	N. Central
Architectural Technology	X	X	X
Chemical Technology	X		
Civil Engineering Technology	X	X	X
Computer Technology	X		X
Electrical Engineering Technology	X	X	X
Food Service and Lodging Supervision	X	X	
Industrial Engineering Technology	X	X	X
Mechanical Drafting Design Technology	X	X	
Mechanical Engineering Technology	X	X	X
Mental Health Technology		X	
Metallurgical Engineering Technology	X		
Nursing	X	X	X
Supervision	X	X	X
Associate in Arts Degree Concentration			
Human Services: Day Care Child Curriculum	X		
General Business			X
Secretarial Arts			X

GRADUATE CREDIT BY EXAMINATION

In special cases it is possible for a graduate student to obtain credit by taking a comprehensive examination, if authorized by the department, over a specific graduate course. There is a fee for such course examinations, and students must register to take them.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

General Examinations

Purdue does not award credit on the basis of CLEP general examinations.

Purdue University

Subject Matter Examinations

Purdue awards credit on the basis of the following:

CLEP Subject Exam	Purdue Equivalent	Credit	Score Required
Accounting, introductory	MGMT 200	3	45+
Afro-American history	HIST 397	3	45+
American history	HIST 151, 152	6	45+
Biology	BIOL 103, 104	6	53+
Business mgmt., introduction to	(MGMT 100) (MGMT Undistr.)	1 2	45+
Calculus, introductory	MA 161, 162	10	55+
Chemistry, general	CHM 101	4	50+
	CHM 101, 102	7	60+
	CHM 107, 108	6	45+
	CHM 109, 110	8	50+
	CHM 111, 112	6	45+
	CHM 113, 114	6	45+
	CHM 115	4	50+
	CHM 115, 116	8	60+
College algebra–trigonometry	MA 151	5	57+
Computer Programming, elementary: Fortran IV	CS 210	3	45+ (also B+ on essay section)
Computers & data processing	CS 380	3	45+
Economics, introductory	ECON 210	3	45+
Educational psychology	EDUC 285	3	51+
History of Am. education	EDUC 500B	3	51+
Human growth & development	CDFS Undistr.	3	45+
Money & banking	ECON Undistr.	3	45+
Psychology, general	PSY 120	3	45+
Sociology, introductory	SOC 100	3	45+
Statistics	PSY 500	3	45+
Tests and measurements	PSY 505	3	45+
Western civilization	HIST 104	3	45+

CLEP and Credit in Transfer from Nonaccredited Institution

A transfer student who has previously attended a nonaccredited institution may take CLEP general examinations, and, if the average score is 500 or better on the tests, these become a basis for evaluating the credit earned at the nonaccredited institution.

ADVANCED PLACEMENT EXAMINATIONS

College Entrance Examination Board Advanced Placement Examinations (CEEB)

Purdue awards credit on the basis of scores of 3, 4 or 5 on the CEEB Advanced Placement examinations as follows:

SUBJECT AREA	AP SCORE	PURDUE COURSE	CREDIT
English	3, 4, 5	Engl 103	3
Biology	3	Biol 103	3
	4, 5	Biol 103, 104	6
Chemistry	3	(Agri) Chm 111	3
	3	(Home Ec) Chem 107	3
	4, 5	Chm 115, 116	8
Physics B	3, 4, 5	Refer to Dept.	
Math AB	3	Ma 161	5
	4, 5	Ma 161, 162	10
Math BC	3	Ma 161	5
	4, 5	Ma 161, 162	10
Am Hist	3, 4, 5	Hist 151, 152	6
French	3	Fr 101, 102	6
	4	Fr 101, 102, 203	9
	5	Fr 101, 102, 203, 204	12
French Lit. Fr 405	3, 4, 5	Refer to Dept.	
Spanish	3	Span 101, 102	
	4	Span 101, 102, 203	
	5	Span 101, 102, 203, 204	
Latin	3, 4, 5	Refer to Dept.	
European Hist	3, 4, 5	Hist 104	3

Purdue University

SUBJECT AREA	AP SCORE	PURDUE COURSE	CREDIT
German	3	Ger 101, 102	
	4	Ger 101, 102, 203	
	5	Ger 101, 102, 203, 204	
Physics C	3	Phys 150	2
	4, 5	Phys 152	4
Physics C	3, 4, 5	Refer to Dept.	

College Entrance Examination Board Achievement Test

Students entering the Schools of Agriculture, Consumer and Family Sciences, Humanities, Social Science and Education, and Management may receive five hours of mathematics credit by scoring 580 or above on either of the CEEB mathematics achievement tests.

Purdue Advanced Credit Examinations

Students who rank at or above the 80th percentile in their high school graduating classes and who have scored from 550 (580 in mathematics) to 800 on the Scholastic Aptitude Tests are encouraged to take special examinations for credit. The examinations cover core course requirements for baccalaureate degrees. Any high school graduate may take these examinations. A non-degree student may take them.

Purdue Departmental Examinations

Purdue University regulations stipulate that the secretary of the faculty (registrar) shall collect from the departments information concerning courses that are available for credit by examination. Students may inquire concerning the availability of such examinations and, further, any student may request the opportunity to challenge any course by examination for credit. Students who wish to take these examinations must be currently enrolled or newly admitted as either degree candidates or (with departmental permission) non-degree students.

ARMED SERVICES TRAINING SCHOOL COURSES

The American Council on Education's *A Guide to the Evaluation of Educational Experiences in the Armed Services* is used by the admissions office to determine whether or not an applicant for credit should be referred to the appropriate Purdue department for a further appraisal of his records. The departments may authorize the awarding of the credit on the basis of the record or may require the applicant to take a confirming examination.

There is no limit on the amount of credit that may be so achieved (except for the 32 hours in residency that is required of all bachelor's degree candidates).

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES)

There is no limit to the amount of applicable degree credit that may be earned through DANTES courses. The transcripts of such work are reviewed and evaluated by the admissions office and if the work done fits degree requirements (*e.g.*, upper division and lower division requirements, core course requirements and degree program requirements) credit will be applied. No credit is awarded for courses requiring laboratory facilities. The 32 hour residency requirement must be met.

MILITARY SERVICE CREDIT

A person who has served in the armed forces for two years is awarded eight hours of credit as "undistributed" credit toward a bachelor's degree. Such credit counts as if it were elective credit outside the major field of study. The Schools of Engineering and the School of Science do not allow such credit toward their degrees.

ARMY HELP FOR EDUCATION AND DEVELOPMENT (PROJECT AHEAD)

Purdue University participates in this program. Through Project AHEAD the student chooses an institution from which he or she hopes to be graduated. The selection is made prior to or during enlistment. The institution then provides advice concerning courses the student-enlistee may take during the enlistment and about the applicability of credit so earned toward the educational objective.

SERVICEMEN'S OPPORTUNITY COLLEGE (SOC)

The Fort Wayne regional campus participates in SOC. This program permits the student to enroll while he or she is still in the armed services. The residency requirement (32 hours) must be met.

CREDIT FOR COURSES LISTED IN AMERICAN COUNCIL ON EDUCATION GUIDE TO EDUCATIONAL PROGRAMS IN NONCOLLEGIATE ORGANIZATIONS

Admissions office personnel at Purdue University indicated that in the fall of 1976-77 no credit was awarded on the basis of the *Guide*. Policy had not been formulated in this regard.

EXTERNAL DEGREE PROGRAMS

Associate Degree-Crane

At the Crane Naval Ammunition Depot in Crane, Indiana, until recently, a sufficient number of courses were offered to make possible the earning of an associate degree in electrical engineering technology without on-campus residency. While the program has been phased out it is illustrative of the flexibility allowed by the Purdue definition of residency. (See **RESIDENCY REQUIREMENTS** above.)

Master's Degrees

Given the location of the branch campuses and television class opportunities (see **TELEVISION CLASSES** below), it is possible to earn master's degrees in engineering regardless of the student's residence in Indiana and without campus residency.

The first master's degree in engineering was awarded an off-West Lafayette campus student in 1958. As of the end of the 1975-76 academic year 415 such degrees had been awarded (240 MSE, 123 MSEE, 31 MS and 21 MSME).

A Purdue Industrial Operations program of the School of Industrial Engineering leading to a master of science degree may be completed at IUPUI or at the Kokomo campus of Indiana University. No residence is required at Lafayette. One course is taught each semester by members of the Purdue engineering faculty either in person or by television, and the sequence of courses to complete the 36 hour requirement is so arranged that the degree can be completed in as little as three or as many as six years. Inasmuch as the Purdue and Indiana University guest-host arrangement excludes graduate programs and the IUPUI and Kokomo facilities are not under the jurisdiction of Purdue, this may be said to be an "external" degree for Purdue—all of the requirements being met through off-campus extension classes.

Master's Degree—Contract Program with Delco Electronics, Kokomo

A master of science in engineering degree program was launched in 1975 under a contract arrangement to provide all work necessary at the Delco plant in Kokomo. Non-Delco employees who are qualified may enroll. No campus residency is required.

Master's Degree—Education—Indianapolis

Four courses per semester in education are offered in Indianapolis. The courses are in sequence and most of the requirements for master's degrees can be met. In the fall of 1976 the question of extended opportunities in education was under review by a Purdue committee.

Professional Development in Engineering Certificate Program (PDEC)

The Professional Development in Engineering Certificate program is a post-baccalaureate educational program for engineers and technologists.

Academic supervision is provided by the Committee on Continuing Education in Engineering.

To qualify for admission an applicant must have at least one of the following:

1. Bachelor of science degree in engineering, technology, or science
2. Master of science degree in engineering, technology, or science
3. Ph.D. degree in engineering or science
4. Professional engineer license

Each participant in the program has an advisory committee whose duties and responsibilities are:

1. To advise and counsel the participant.
2. To develop with the participant a plan of study (POS) with reasonable breadth and depth to meet the professional goals of the participant and of this program.
3. To monitor the progress of the participant.
4. To authenticate the participant's completion of the approved plan of study.

Each advisory committee is composed of a minimum of three individuals. The chairman and one member shall be members of the engineering faculty of Purdue University or of IUPUI. The other member(s) of the committee may be member(s) of the engineering faculty or may be qualified individuals from government or industry who have a professional interest in the development of the participant. The employer/supervisor of the participant is particularly encouraged to be a member of the advisory committee. The advisory committee is appointed by the chairman of the committee on Continuing Education in Engineering with the consent of the participant.

Each participant shall have a Plan of Study which shall meet the following requirements:

1. The POS shall be developed jointly between the participant and the advisory committee.
2. The POS shall show clearly the learning activities that are to be completed by the participant.

3. The POS shall contain a minimum of 120 CEU.

4. The POS shall contain a minimum of 70 CEUs earned through activities sponsored or co-sponsored by Purdue University.

5. The POS shall be approved by the Committee on Continuing Education in Engineering.

Except as noted below, one Continuing Education Unit (CEU) is equivalent to 10 hours of learning activity. This formula may be applied to such activities as in-plant company sponsored courses, short courses, professional society meetings, etc.

Credit courses from institutions of higher education may be used on the PDEC POS provided they are not used to meet the requirements of other programs or degrees. If a participant takes credit courses as a part of the POS, the student (if it is allowed by the institution giving the course) registers for the course(s) on a pass/fail basis. A grade of pass is required in order to use the course on the POS. CEU credit for credit courses are awarded in accordance with the examples given below:

3 semester credit undergraduate course = 10 CEUs

3 semester credit graduate course = 15 CEUs

A maximum of 15 CEUs may be included on the POS as credit for all the learning associated with the passing of the Professional Engineering exam.

A person may earn more than one PDEC.

The program was approved in April, 1976. A similar program was instituted by the University of Wisconsin in 1972. (See University of Wisconsin, **EXTERNAL DEGREES,** Appendix XI.)

CONSORTIUM PARTICIPATION

Indiana Council on Continuing Education

In 1975 there was created an Indiana Council on Continuing Education. Similar in nature to such organizations in Michigan, Illinois and Iowa, the organization is unincorporated and voluntary, and it has no statutory authority. The purpose is to provide a forum through which efforts which might be unnecessarily duplicative may be avoided, but, more than that, to effect closer cooperative relationships in continuing education; conduct research; effect better relations between public and private institutions; communicate with the Indiana Higher Education Commission regarding cooperative arrangements; and to provide a vehicle for consideration of innovative programs.

In addition to Purdue University, Indiana University, Ball State University, the Independent Colleges and Universities of Indiana, Inc., Indiana State University, Indiana Vocational Technical College, and Vincennes University are members. There are two representatives of the Higher Education Commission and each of the above institutions with branch campuses have two votes.

As in the Iowa model, Task Forces are appointed to recommend policies, plans and programs. In 1975-76 there were Task Forces on (1) Definition of Continuing Education; (2) the Continuing Education Unit; (3) Financing Part-time Students; and (4) Non-traditional Programs.

Proposed Presidents' Committee on Lifelong Learning (COLL)

The presidents of Purdue University and Indiana University, along with the presidents of Indiana's three other state universities and the president of Indiana Vocational-Technical College, have proposed the creation of a Committee on Lifelong Learning (COLL). The committee would serve to undertake mutual exploration of missions in the area of lifelong learning to determine where programs need extension or reduction. Procedures agreed to as of the spring of 1976 were as follows:

1. Each institution will have a representative who will be either the president or a highly-placed designee prepared to speak for the president.

2. The Commissioner for Higher Education, and his staff, will be regularly informed of all COLL meetings and urged to attend and participate in the meetings.

3. Among the basic functions of COLL will be:

   a) A thorough review of each new institutional program proposal on a formal basis, prior to submission for Higher Education Commission action.

   b) A study of existing offerings in continuing studies and their locations to determine whether unnecessary duplication may exist and whether there are constituencies not being adequately served for whom offerings should be made available.

   c) The development of uniform terminology and practices so that confusion concerning continuing education offerings in the state may be minimized and cross-institutional cooperation facilitated.

4. Action will be taken by COLL only after prior circulation of program proposals and only after in-depth discussion. With each institution's representative present and participating, a new program can be studied for apparent duplication with objectives being reviewed and questioned. Resources can be discussed and analyzed and a generally valuable interchange can take place. Only after all concerns have been discussed will the Committee take any action.

5. Actions taken by COLL are in no way binding on any participating institution, but each institution does agree to submit new programs for review by COLL prior to submitting them to the Higher Education Commission.

6. The chairmanship of COLL will rotate annually among the participating institutions. COLL may establish such task forces and undertake such studies as its programs require and its resources permit.[3]

Association for Media-Based Continuing Education for Engineers (AMCEE)

Purdue University, the University of Illinois, the University of Minnesota and the University of Michigan are members of AMCEE. The association is based at Georgia Tech, and it was formed to develop and share continuing education materials for engineers. Most materials are video taped. The association was begun with a grant from the Sloan Foundation which has also provided development funds.

INDEPENDENT (CORRESPONDENCE) STUDY

Purdue University does not offer independent (correspondence) study for credit. It does offer non-credit courses in pest control technology and materials of packaging.

Correspondence Study Transfer Credit

It is interesting to note that Purdue is among the most liberal of the C.I.C. institutions in the acceptance of credit earned through independent (correspondence) study at other accredited colleges and universities. Any amount of such credit that meets its bachelor degree requirements (lower division - upper division, core courses, etc.) will be accepted up to the 32 hours that must be completed in residency, *i.e.,* 90 to 92 hours possibly could be so earned.

MULTI-MEDIA APPROACHES

Office of Instructional Materials Development (OIMD)

In October, 1976, the Office of Instructional Materials Development was established to provide a single point of contact for faculty members and departments interested in developing new teaching strategies and materials. In announcing the establishment of the agency, the associate provost and dean of academic services declared, "a number of agencies (i.e., Measurement and Research Center, Library, Audio-Visual Center, Computing Center, Radio Station WBAA, Telecommunication

Center, and Audio-Visual Production Department) provide services to assist the improvement of instruction and learning. The OIMD was implemented to provide a single point of contact for those departments and individual faculty members who are interested in major efforts to improve the efficiency and effectiveness of instruction through the incorporation of media and other University learning resources. Such efforts often require resources from a variety of design, evaluation, and production departments. The OIMD can provide the coordination of efforts necessary to focus all of the available services upon the solution of major instructional development efforts." [4]

In the fall of 1976 the new agency was developing a course in personal finance in an audio-print format for radio or audio-cassette use. Fourteen faculty members from the School of Management, staff members and the facilities of Radio Station WBAA, the Office of Publications and the Measurement and Research Center were involved. The course was being developed through a grant from Purdue's Continuing Education Administration.

The OIMD was also developing an independent study center as a repository for self-paced instructional materials and as an information center covering Purdue courses available for credit by examination.

INDEPENDENT STUDY OTHER THAN CORRESPONDENCE

Throughout the Purdue University system, most of the various schools and departments provide opportunities for students to take courses for credit on a kind of independent study basis. The work is directed by members of the faculty, and students are enrolled in "courses" numbered 490 to 590. There are "directed reading" and "directed writing" courses with credit arranged in terms of the work to be done. Other arrangements may be made for students to pursue topics not covered in courses otherwise offered.

Non-degree students could enroll for such courses, but, as a general practice, they do not do so. The arrangements are made between student and professors, and the bulletins of the university do not call such enrollment opportunities to the attention of students other than regularly enrolled on-campus resident students.

OFF-CAMPUS CLASSES

Continuing Education Administration is the vehicle through which courses for credit are offered at sites other than the West Lafayette campus in the 12 counties around Tippecanoe County and in southern Indiana. The other campuses serve the regions in which they are located.

From the West Lafayette campus in 1975-76 a total of 92 such courses were provided at 25 locations. There were 1,837 part-time students enrolled. There were 42 courses taught at the undergraduate level and 50 courses taught at the graduate level. These involved 792 undergraduate enrollments and 1,045 graduate enrollments.

The North Central campus provided 15 courses for undergraduate credit and eight courses for graduate credit. These extension classes drew enrollments of 171 and 105 respectively.

The Fort Wayne campus provided eight undergraduate courses with an enrollment of 134 and two graduate courses with 40 enrollments.

The Hammond campus offered 17 undergraduate courses for credit with 396 enrollments and two graduate level courses with 43 enrollments.

Off-Campus Course Credit

All credit earned through such classes counts as resident credit, and no limit is placed on the amount of credit that may be so acquired toward a degree. When entered upon a transcript such credit is in no way identified as "extension," "off-campus class" or in any other way that distinguishes it as different from that earned by a resident student in a campus setting.

Students who have earned nine hours of work in this way or through evening classes or as non-degree students are urged to consider their objectives, and if they wish to become degree candidates they are urged to seek admission as such either as undergraduate or graduate degree seekers.

APPRENTICESHIP TRAINING FOR CREDIT

The Fort Wayne campus technology section has an agreement with the General Electric Company through which Purdue grants 26 hours of credit toward its mechanical engineering technology associate degree to those who have completed the General Electric Apprentice program. Graduates of the apprentice program may also receive six additional hours in a third year of work toward a B.S. degree in mechanical technology if they wish to pursue work beyond the associate degree. Persons who complete the General Electric Manufacturing Studies program receive up to 18 hours toward the same B.S. degree in their junior and senior years of study.

The credit is applied when the student has otherwise met the Purdue course requirements for the degrees.

EVENING AND SATURDAY CLASSES

Through the Special Classes Division of Continuing Education Administration, evening classes and Saturday classes are offered on the West Lafayette Campus. Classes are of two types—those "regular" classes offered as an extension of the daytime class schedule by the academic departments and primarily to serve the needs of on-campus students, and those offered as "special" classes to meet the needs of those living in a 12 county area around Tippecanoe County. Regular courses are taught as a part of the teaching load of faculty members, and special courses are taught on an extra-compensation basis (not to exceed $800 for a three hour course).

Special classes are offered on a credit and non-credit basis. They are scheduled, promoted, administered and financed through the Continuing Education Administration. Resident students on the West Lafayette campus may enroll in regular and/or special classes as a part of their regular schedule. Part-time students registering in special classes pay $27 per credit hour if they are Indiana residents and $54 if they are non-residents. Fees are remitted to the Bursar to finance special classes. Non-credit course fees are collected directly by the Continuing Education Administration business office.

In arranging the special class schedules the director of the division receives from the department of schedules and space a listing of all regular courses to be offered after 4:00 p.m., in the evenings, and on Saturday mornings. He then adds sections of required core courses in humanities and technologies and other courses for which he anticipates there will be a demand on the part of part-time students in the area. He secures approval of the departments and requests the departments to name instructors. He then negotiates the teaching arrangements and compensation to be paid.

Classes are offered in the evenings (on days other than Friday, Saturday or Sunday) and on Saturday mornings.

In 1975-76 there were 182 regular graduate level courses offered with an enrollment of 2,865. There were 124 regular undergraduate courses offered with an enrollment of 5,253. There were seven special graduate courses offered with an enrollment of 183. Special undergraduate courses numbered 64 with an enrollment of 1,299. Forty-three non-credit courses were also offered and they attracted 1,200 enrollments.

In the fall of 1976-77 there were no whole sequences of courses projected so that degrees might be earned through the program.

Compensation Policy—Off-Campus Classes, Saturday and Evening Classes

In July, 1976, the following policies were in effect regarding employment of Purdue staff in continuing education teaching:

1. Subject to the prior approval of the President and within the maximum compensation and hour limitations prescribed in this memorandum, specific extra compensation formulas will be developed for each campus.

2. The maximum compensation allowed a staff member paid on an overload or extended employment basis may not exceed the amount obtained by multiplying the individuals monthly salary in hundreds of dollars times the number of contact hours times a factor of 2.7.

3. Employment of a staff member on an overload basis will not be approved when such employment brings the total overload hours beyond 192 hours for any two consecutive fiscal years.

4. For purposes of this memorandum overload hours for credit courses shall be the same as the contact hours listed in the approved campus course catalogue. For non-credit courses overload hours may include hours spent teaching, lecturing, preparing, and serving as a conference or workshop chairperson or co-chairperson.

5. In no instance may the total compensation paid to an academic year staff member employed during the summer exceed 25% of his/her previous academic-year full-time rate, or 30% with special approval of th the President or his designee. Total compensation paid during the summer includes overload, extended, and regular summer session pay.

6. The regional campus business offices and the business office for Continuing Education Administration will cooperate in maintaining an active record of overload accumulations for each staff member.[5]

ACCELERATED OR "MINI-COURSES"

Intensive Summer Courses and Workshops

Purdue offers one regular eight week summer session in which courses are scheduled, promoted and financed by the school deans. Intensive summer courses and workshops consist of courses and workshop offerings which do not fit into the eight week pattern, and these are administered by the Special Classes Division in the Continuing Education Administration.

Ordinarily one hour of credit is given for each week of the courses offered. Instruction is paid for on the basis that either the academic department can consider the assignment as part of the faculty member's load or the individual may be compensated by the division on an extended employment basis.

The Purdue policies which provide for this service add an important dimension to the summer session, especially since the continuing education service personnel are specifically charged with determining needs for such offerings after consulting appropriate academic areas. Workshops may be offered at any time of the year for credit under these same provisions, and this makes it possible to accelerate course offerings into concentrated time spans.

There is no limit to the amount of credit that may be earned through these intensive courses and workshops. Credit counts as resident credit applicable toward degrees.

In 1976 there were 34 such offerings with an enrollment of 507 students.

The School of Humanities also regularly offers mini-courses of four weeks duration during the summer session. These courses are under the administrative purview of the School.

(See also **AUTO-TUTORIAL APPROACHES** below.)

AUTO-TUTORIAL APPROACHES

The development of courses through which students use a variety of media materials, study guides and other resources has moved at a rapid pace at Purdue. It is impossible to catalog the courses taught in this fashion, but it may be conservatively estimated that there are at least 150 such courses.

The development was well advanced by 1971-72 and in the 1973 *C.I.C. Study of the Non-Traditional Student* progress to that time was reported. Highlights included development of 11 mini-courses in a self-paced learning format by the Physics Department, auto-tutorial "packages" for use in about 25 veterinary medicine courses, and other such courses in biology, microbiology and electrical engineering.[6]

New developments that can be reported in 1977 include a "mini-course series which presents, in a tutorial manner, concepts fundamental to remote sensing technology . . . Each of the 19 mini-courses in the series includes a set of 35 mm slides, an audio tape and a study guide. The content has been modularized so that, after completing the two introductory units, remaining modules may be studied in varying numbers as well as in different logical orders. This flexibility allows the mini-courses to be used in a variety of ways. They are presently being used in university credit courses, training of new staff and, along with some video taped presentations, make up the core content of a one week short course on 'Remote Sensing Technology and Applications.' The educational philosophy used in the development of the mini-courses includes clear statements of objectives for each mini-course, student activities to reinforce concepts when they are presented, self evaluation check tests and a permanent record in the form of a printed study guide. Design of the materials was carried out by a team of subject experts and education specialists . . .

"In addition, the mini-courses are used as part of the instructional materials in a short course entitled 'Remote Sensing Technology and Applications' which is offered by the Laboratory for Applications of Remote Sensing in conjunction with the Continuing Education Administration of Purdue University. The mini-course series along with other specially designed educational materials, such as videotaped presentations, has made it possible to offer this short course on a monthly basis for a limited enrollment of 10 to 15 participants. Furthermore, the wide variety of topics available makes it possible to individually tailor the short course to meet the professional objectives of each participant."[7]

Self-paced courses for credit available on the campus are open to non-degree students.

Administrators in continuing education at Purdue foresee, in the short range, a greatly increased emphasis on the preparation and delivery of professional continuing education offerings in Engineering, Pharmacy, Veterinary Medicine and Education. Business (Management), Psychology, and Engineering will increase emphasis on programmatic development, and there is seen a development in certification and degree programs. It is believed there will be increased inter-institutional arrangements for certification, recertification and degree programs. In all of this, it is anticipated there will be much experimentation and use of non-traditional multi-media systems and cable television. In the near future they see the development of "micro-campus" sites at many locations such as factories and high schools. These will serve as independent study centers equipped with electronic blackboards, multi-media independent (self-paced) study courses and computer assisted counseling services.

The Purdue emphasis on professional continuing education is already manifest through the development of self-paced learning "packages" for professionals in a number of areas.

In addition to the above described course in the Fundamentals of Remote Sensing which has multiple uses, there has been developed a course in the Fundamentals of Vacuum Technology. This is another self-paced auto-tutorial program designed for in-plant use. The learning package costs $3,000. When the 20 learning units are completed, the student is awarded 3.9 CEUs. Video tapes are extensively used.

Pharmacists in Indiana are required to complete 30 hours of continuing education every two years. In service to pharmacists, the Purdue School of Pharmacy offers short courses, conferences, video presentations (live and in cassette form), audio tape presentations and combinations of the above approaches. In 1975-76 there were seven programs offered and 3,500 registrations were recorded.

The Indiana Board of Examiners in Speech Pathology and Audiology has implemented mandatory continuing professional education requirements. The Department of Audiology and Speech Sciences at Purdue has developed the "Purdue Interactive Television Colloquium Series (PITCS)." The PITCS program began with funding from the HEW, Bureau of Education for the Handicapped, in 1972-73 and the program continued with funding from the Indiana Board, American Speech and Hearing Association, Indiana Speech and Hearing Association and Psi Iota Xi Sorority. The prototype used the Indiana Higher Education Telecommunications System with two-way audio service from the campus to 14 postsecondary institution centers and 27 hospitals. Indiana now requires master's degrees for school clinicians and Purdue is developing courses for the television system which will provide credit applicable for master's degrees or continuing education "hours" applicable for recertification for those who wish to work on a non-credit basis.

PITCS is a totally new approach to continuing professional education for speech pathologists and audiologists. Utilizing the Indiana Higher Education Telecommunications System (IHETS), over 500 professionals, representing a five state area, have participated in each of the telecasts. To date PITCS has providedover 14,000 participant contact hours of live instruction with an additional 45,000 contact hours through video tape distribution. Participant evaluation of the telecasts revealed that 62 percent reported being very satisfied with the information presented and 32 percent reported being satisfied.

COMPUTER ASSISTED INSTRUCTION

There are no courses for credit currently available to part-time students at sites away from the campuses and which employ the computer as the vehicle of instruction or as an augmenting resource.

Purdue has PLATO lines, and many courses (on-campus) are computer assisted. Several systems are interactive between the instructor and the computer and their use is called Computer Managed Instruction and Classroom Management Systems.

In 1976-77 a new computer was being installed with multiple terminals that would make possible such a computer-based system as the System of Interactive Guidance and Information of the Educational Testing Service. The system is designed to be of help to students in two and four year institutions who seek aid in career decision-making. If installed, it is hoped the service may be available to adult part-time students.

COOPERATIVE EDUCATION PROGRAMS

Cooperative education programs provide opportunities for students to work as they learn and to learn as they work.

Students engaged in such programs are not really "part-time" students—they are full-time students who are involved in programs that take them out of the traditional classroom-campus setting and place them elsewhere (usually in business, government or industry) for work experience related to their courses of study.

Purdue University has a University Industry Cooperative Education Program that was begun in 1954. About 700 engineering students are currently enrolled in the program which is conducted in cooperation with about 350 firms throughout the country. To be selected for the programs students must be in residence one year and demonstrate ability to earn an associate degree or a baccalaureate degree. During the next three years the student spends five periods (either semesters or summer sessions) away from the campus. The program culminates with a fifth year spent on the campus. Work on and off-campus is carefully articulated by a faculty coordinator under policies established by a university-wide cooperative education coordinating committee.

Beginning with Engineering, programs have now been developed by Management, Technology, Science and Agriculture.

TAPE CASSETTE COURSES

A number of courses have been recorded on video and on audio cassettes. Cassettes are widely used to augment instruction both for credit and not for credit (see below).

RADIO COURSES

Purdue University radio station WBAA, in cooperation with the Continuing Education Administration and the Office of Instructional Materials Development, broadcasts credit courses each semester. Courses are broadcast on weekday evenings and repeated on Sundays.

Anyone may attempt to establish credit by examination except students who have been dropped from the university for any reason. In some courses, this is accomplished by passing a single comprehensive test at the end of the semester. In others, the instructor might either require a term paper or provide the student a variety of response options. There is no penalty for failure under this system. Students who fail the tests may either try again at a later date (when the course is broadcast again) or enroll and go through the course in the regular manner. Letter grades are not given and results are recorded as hours of credit. Other than a nominal service charge, there is no extra cost to Purdue students who are already paying full fees. Temporary and part-time students and those not otherwise enrolled in the university are charged a $25 examination fee. Students desiring course syllabi, reading lists, and copies of material distributed in class are required to pay a service charge for each course. All broadcast courses are recorded and taped copies are available to listeners at the Audio-Visual Center. While these tapes may not be reproduced for use outside the university they may be checked out by individuals for review purposes.

Since the fall semester of 1969, 35 credit courses have been offered. As of the end of summer session in 1976, more than 9,400 persons requested and paid for syllabi; more than 2,600 had established credit—7,800 hours of credit—in this fashion. Records show that nearly half of the students who began a radio course attempted to establish university credit by examination, and approximately 70 percent of those who tried were successful.

Courses are usually recorded as they are taught in regular on-going class sections. Presentations are modified to accommodate the broadcast medium, and a radio producer is assigned to each course to handle those aspects of production. Classes which utilize discussions formats are kept small and are recorded in broadcast studios because of the technical problems involved in multi-microphone recording. In some instances, courses have been totally restructured to capitalize on the advantage of radio presentation. Traditional lectures to large groups have been replaced by small seminars featuring discussion between professors and selected students, or among several professors. Outside authorities and guest lecturers are more frequently employed in broadcast courses than in regular classes and some utilize field recordings, music and other production techniques.

Preliminary cost analyses suggest that students are taught by radio for significantly less than normal university costs for a similar number of regular students. Evidence also exists to show that radio instruction is effective as well as economical. For example, successful radio students tend to score higher on the same examination than successful students in regular sections of the courses. This is explained in part by studies of particular courses which show that radio students tend to higher grade-point indexes than non-radio students.

The advantages of instruction by radio are becoming increasingly evident. At Purdue, counselors and department heads report that broadcasting has increased scheduling flexibility and opened courses that were closed because of over-enrollment. Many part-time students have indicated that radio courses provide the only means for them to continue their education. Purdue radio courses have been offered to state and national networks and a number of them have been leased by other educational institutions.

TELEVISION COURSES

Indiana Higher Education Telecommunications System

The university participates in the Indiana Higher Education Telecommunications System (IHETS). Others in the system are Indiana University, Ball State University, Indiana State University, Vincennes University and other private institutions. Created by law in 1967, the system sets up a "multi-purpose, multi-media, closed circuit state-wide telecommunications network" served by common carriers subject to the jurisdiction of the Public Service Commission of Indiana. The system interconnects the state universities and their regional campuses and serves a statewide Medical Education Plan for education and continuing education in the health professions (separately also authorized by statute). The IHETS system is supervised and controlled by a board which is representative of the governing boards of the universities (each university has one representative on the coordinating council).

Through its IHETS system Purdue University-West Lafayette is connected to all the campuses in its system as well as all the campuses of the other state universities in the system.

Purdue University

The network has been utilized for continuing education events, in-plant training and university credit and noncredit courses for such diverse groups as the Cooperative Extension Service, Indiana Association of Certified Public Accountants, Indiana Bar Association and Forum for Continuing Legal Education, Indiana Board of Realtors and the Indiana Pharmaceutical Association.

The television network is used to transmit programs and seminars—credit and noncredit—to campuses that wish to take advantage of an offering because of student interest, community interest, lack of local facilities, etc. The network also provides in-plant training originating at Purdue for engineers and continuing medical education for physicians through the Medical Education Resources Program of the I. U. Medical School. A teleresponse system permits persons in any location to converse with speakers in the television studio.

Enrollments since 1969 for Purdue University courses have been:

	CREDIT	NON-CREDIT
1969-70	1009	4266
1970-71	1081	4104
1971-72	770	2870
1972-73	1040	3243
1973-74	959	4764
1974-75	754	2775
1975-76	874	3495
TOTALS	6487	25517

The above figures are for any Purdue TV activity (credit/non-credit) going to any other receiving site in the state, or any other institution's activity received by a Purdue campus.

Purdue has made great use of the facility in providing graduate level engineering courses. During the academic year 1975-76, 37 credit hours of graduate level engineering courses were transmitted via television to off-Lafayette campus locations. There were about 60 off-Lafayette "divisions" (*i.e.*, different locations) for these courses. The total credit hours of enrollment in these courses were 923.

Cable Television—Lafayette Area

In October, 1972, an agreement was finalized between Purdue University and the Greater Lafayette TV Cable Company, Inc. (GLCTV), making possible expansion of the University's community services through the facilities of the Telecommunication Center and the GLCTV. This cooperative venture provides an opportunity for the university to offer a variety of programming to the subscribers of GLCTV.

Shortly after the microwave interconnect with the cable TV system was completed, a second cable TV system, the University Residence Television Antenna System (URTAS), which serves all university-owned housing, was also connected to receive programming. Whereas the Greater Lafayette TV Cable Company serves more than 85 percent of the community through hook-ups in 18,000 private homes, fraternities, sororities, motels, institutions, and commercial establishments, the URTAS system enabled Purdue to reach nearly 50 percent of the enrolled student body. What has followed is a variety of credit and noncredit courses and public service programs going directly into homes and institutions.

First programming consisted of a four-hour block of programming (from 10 a.m. - 2 p.m. Monday through Friday) for physicians in the local hospitals. The Indiana University Medical School had developed this television programming through its Medical Education Resources Programs (MERP). The daily four-hour MERP programming comes to Lafayette via IHETS, is transmitted to the head end of the Greater Lafayette Cable TV System and from there transmitted to the local hospitals.

The credit courses initially offered included "An Introduction to Cultural Anthropology" and "A Survey of Russian Culture and Civilization." Later were added credit courses in "Group Food Service Preparation" and "An Introduction to Computing."

On a non-credit basis, televised programs have been "Money Matters," or how to manage a family budget; "Educational Planning for Women," covering a wide range of opportunities; "Houses for Family Living," answering home buyers questions; and "Pathways of Childhood," explaining guidelines for parents of young children in handling problem situations. Three of the above were produced by the Cooperative Extension Service.

From the fall of 1973 through the 1976 spring semester (a total of six semesters), 688 students have "enrolled" in TV courses by virtue of having purchased the course syllabi; 348 have taken the tests and 290 passed those tests and received credit.

Most of the students who took the examinations in order to establish credit were regularly enrolled, full-time, single students who were taking the courses to satisfy elective course requirements for graduation. There is no penalty for failing the examination.

Subscribers to Lafayette Cable TV, who were surveyed in the spring of 1974, had the following characteristics. The viewers were mostly in the 26-50 age range with an unusually large number who had attended college and graduate school. They indicated at least "some interest" in receiving college credit via TV courses, but a full 82 percent were interested in noncredit courses. When asked what course topics would be of most interest, the topics for college credit courses most frequently fell in the area of social sciences, more specifically American history, current events, psychology, and sociology. Other areas of interest included economics, business, math, home economics (cooking, etc.) and arts and crafts. For noncredit courses, frequently mentioned topics included sewing, arts and crafts, gardening, financial advice, foreign language, speed reading, and real estate courses.

In the area of public service programming, the cable has extended a variety of broadcasts. "A Summer TV Project for Children" was a series with the purpose of maintaining children's educational skills over the summer months. Press conferences with Governor Bowen and Senator Jackson have been featured, as well as a recent series of Washington debates on topics ranging from the food shortage to U.S.-Japan relations. A program designed to acquaint college students with the University Placement Service and jobhunting procedures also has been broadcast.

Project FEATT (Facilitating Educational Achievement Through Telecommunications) is another widely recognized innovation. Just getting started, it will help parents of severely handicapped, homebound children by bringing into their home via cable TV the skills of special educators at the Purdue University Achievement Center for Children.

Cable Television Network—TELESIS

On January 1, 1977, Purdue University began to program two hours each weekday on the TELESIS cable television network. This privately owned system serves eight communities and has plans to expand service to an additional 32 communities. An earth satellite station has been constructed in the Purdue Research Park. There is no transmission cost to Purdue, and the university will produce or purchase programming. Credit courses will be provided, and the university is prepared to spend about $50,000 per year for course development. It is hoped two courses per semester may be produced for use on-campus and in the system.

The availability of this resource vehicle enormously increases the potential ability of Purdue University to serve the continuing education needs of adults as part-time students, as professionals, and as persons seeking educational experiences in life-enrichment pursuits.

NEWSPAPER COURSES

The Purdue campuses did not offer courses by newspaper in the 1975-76 period.

ELECTROWRITER COURSES

Purdue leases one Victor Electrowriter, but no complete courses are taught using this vehicle at (or from) West Lafayette or the regional campuses. Such equipment may be used in implementation of the "micro-campus" concept. (See **AUTO-TUTORIAL APPROACHES** above.)

NOTES

1. "A New Type of Associate Degree at Purdue," presentation by Purdue University to Indiana Commission for Higher Education, September 13, 1972, p. 1.

2. *Ibid.*, p. 7.

3. "Presidents' Committee on Lifelong Learning," unpublished document provided the author by Dan R. Brown, Associate Provost and Dean of Academic Services, Purdue University, October 12, 1976, pp. 1-2.

4. D. R. Brown, Inter-office memorandum to Purdue faculty and administrative staff, October 23, 1976, p. 1.

5. "Compensation Policies for University Staff Members Participation in Continuing Education Activities," Executive Memorandum A-296 Revised, Office of the President, July 1, 1976. p. 4.

6. See Robert F. Ray, *University Credit and Degree-Earning Opportunities for Adults*, Report No. 1, *The C.I.C. Study of the Non-Traditional Student* (Iowa City: Division of Extension and University Services, The University of Iowa, 1973), pp. 190-191.

7. J. C. Lindlaub and J. D. Russell, "A Minicourse Series on the Fundamentals of Remote Sensing," Laboratory for Appreciations of Remote Sensing, Purdue University, February, 1976, pp. 1-5.

Appendix XI

UNIVERSITY OF WISCONSIN–MADISON

and

UNIVERSITY OF WISCONSIN–EXTENSION

INTRODUCTION

The University of Wisconsin System consists of fifteen major academic units each of which is headed by a chancellor. There are 13 universities in the system. The other two units consist of: (1) a Center System of 14 two-year institutions and (2) Extension. The chancellors for Extension and the Center System report to a provost for university outreach. This provost and the 13 university chancellors report to a central administration headed by a president.

The University of Wisconsin–Madison (UW-M) is one of the 13 universities in the system, and it is the traditional member of the Committee on Institutional Cooperation (C.I.C.). University of Wisconsin-Extension, for the purposes of this study, will be regarded as the system member for outreach. University of Wisconsin-Extension represents a merger of General Extension, Cooperative Extension and Radio and Television. This is the only such merged operation in the C.I.C. universities that are land grant universities, and it is among only a few such merged operations in the nation. Reference will be made in this appendix to some of the other units in the system when that appears appropriate to an understanding of the credit offerings of the Madison campus and Extension activities, but no effort is made here to encompass the entire range of opportunities available to adults to earn credit and degrees through system efforts and programs.

The University of Wisconsin-Extension expenditure for continuing education, public service and degree credit in 1976-77, including the Cooperative Extension program, was over $43,000,000, of which about $20,000,000 was provided through state support, $8,800,000 was in federal support, and $4,400,000 was through county support. The amount of $1,521,000 was budgeted for credit activities. The remainder is made up from gifts and income from the program provided.

Non-degree credit continuing education programs are over 55 percent self-supporting. Credit programs, designed largely for adult part-time students, are state supported to the extent of 20 percent of their costs. The Cooperative Extension program, radio and television facilities, and the community action support program are all financed without having to rely on income funds through fees or tuitions.

As one might expect, the program is a very large one in terms of services available and the population served.

The Cooperative Extension Service does not offer courses for credit. It has not been reviewed as a part of this study. The extent of the University of Wisconsin-Extension non-credit, non-degree credit, short course, conference, institute and similar offerings is indicated in the 1975-76 ACHE-NUEA Statistical Report. It reveals that more than 125,000 registrations were recorded in 1975-76 in such activities. Through its continuing education programs the university estimates that about 12,800 engineers, 5,000 educators and 15,000 health professionals were served in 1975.

There were 4,422 students enrolled in over 200 independent (correspondence) study courses then available for undergraduate credit.

In May, 1973, the Regents of the University of Wisconsin System adopted a policy statement outlining the responsibilities of Extension and delineating its relation to other units in the system. The policy statement follows:

> The Regents of the University of Wisconsin System reaffirm the historic commitment of the public universities of Wisconsin to public service and the public good.
>
> This reaffirmation recognizes that the major contribution of the University System to the public good has been and will continue to be the contributions made by citizens who, through study with the University, learn more and bring increased knowledge and understanding to their work and lives. It also means, however, that the System will take those steps possible to it to make its resources of people, instruction, and knowledge available to the citizens, agencies, and institutions of Wisconsin who seek or have need for access to such resources, at the times and places, and in the forms most useful to them. It further means continuing assessment of University System resources, statewide need for access to such resources, and the coordinated planning of statewide outreach programs which make best use of available resources.
>
> The Regents note that the public universities of Wisconsin have a tradition of public service and outreach activity equal or superior to that found in any part of the nation. But new times bring new needs and new opportunities. More citizens seek lifelong access to learning. Governmental and private agencies have increased need for access to the research products and knowledge base of the University System. Study, research, and information transfer focused on the major problems of our society lay urgent claim to attention from the University System. For all these reasons, invigoration of the "Wisconsin Idea" becomes a high priority mission for the University System as a whole in the decade of the 1970's.
>
> The policies proposed in this document are intended to set the framework of purpose, organization, and relationship within which the vitalization of University Extension and outreach activity can be accomplished.
>
> **I. The Goals of Organization**
>
> The goals of organization are the following:
>
> 1. To establish the organization and administrative relationships which will make possible the coordination of University outreach activity on a statewide basis, with attention to continuing assessment of need, development of priorities, allocation of resources in terms of priorities, and elimination of duplicative or unproductive activity.

2. To facilitate maximum involvement in outreach activity by all Units of the University System, including arrangements which encourage initiative by Units and insofar as possible place decision-making in the hands of persons who develop and carry out programs.

3. To facilitate coordination of University outreach activity with the resources and activity of other agencies of the State.

4. To conserve the integrity of established, productive, and high priority outreach programs, such as those established with the counties through cooperative extension.

II. General Organizational Assumptions

1. There should be only one University Extension Unit for the System. This Unit has both unique responsibilities, and coordinate responsibilities with the campus Units for developing an effective, statewide, and coordinated University outreach program. University of Wisconsin Extension, which now carries its activity into all parts of the State [illegible] designated as this Unit. Its responsibilities and the arrangements governing its relationship with other [illegible] of the System are established in the sections of this document which follow.

2. Where campus Units now have separate divisions of Extension and/or Continuing Education, these divisions should continue their work within the limits of the campus entitlements provided in this document. To the extent that their work involves functions and responsibilities also held by University Extension, discussions between University Extension and the campus Unit should be undertaken promptly to the end of assimulating such functions and responsibilities into University Extension in cooperation with the campus Unit. As feasible, campus-based personnel who should also be working with and through the program activity of University Extension should become joint appointees of the campus and University Extension. Should problems develop in such arrangements which cannot be resolved between the campus Unit and University Extension, these should be brought to the Office of the Vice President, Academic Affairs, for resolution.

3. Continuing staffing for the outreach function of the University System should emphasize all steps to strengthen linkages between campus Units, University Extension, and other agencies with resources or outreach activity in the planning and conduct of outreach programs. To this end, it is assumed that the pattern of new appointments related to outreach functions, whether for new positions or for replacement of vacancies, will give first priority to the use of joint appointments, and that special approval must be obtained from the Office of the Vice President, Academic Affairs, for appointments either by campus Unit or University Extension which depart from this pattern.

III. Responsibility for Off-Campus, Credit-Bearing Courses

1. Campus Units have responsibility for developing and offering off-campus, credit-bearing courses, within their instructional mission, in their immediate service area.

   (a) This enables campus Units to have the option of developing extended day, extended week instruction activity.

(b) Units may also, at their option, agree to have such off-campus, extended day, extended week credit courses offered through or jointly with University Extension.

(c) Immediate service area is defined as a first approximation as a geographic area which can be served by faculty teaching both on campus, and off campus on the same day. The Office of the Vice President, Academic Affairs, is authorized to designate further refinements of the immediate service areas of campuses after consultation with University Extension and the Unit or Units involved.

2. University Extension has responsibility for offering credit-bearing courses in the immediate service area of campus Units which respond to needs of the people of the area, but which represent the extension of resources not within the mission or the capability of the immediate campus Unit.

(a) By specific delegation, campus Units with unique resources and teaching programs, have responsibility for working with and through University Extension for statewide dissemination of such programs, as needed.

3. An information system should be established to the end that University Extension has comprehensive information on the off-campus offerings scheduled by each campus Unit, and the campuses have comprehensive information on the Extension sponsored offerings in the State, with particular attention to the offerings in the immediate service area of any campus.

(a) Extension should identify an office to monitor such information to the end that problems involved in programming gaps, or in programming duplications are identified. These problems should be resolved promptly by direct discussions between Extension and the campus or campuses involved, and in the event prompt resolution is not possible, should be referred to the Academic Vice President for resolution.

IV. Responsibility for Non-Credit Seminars, Short Courses, Conferences, Etc.

1. Campus Units have responsibility for developing and offering non-credit instructional events, related to and supportive of their instructional mission, within their immediate service area.

(a) Campus Units may at their option work with and through University Extension in such offerings.

(b) The non-credit offerings developed should be on the basis of 100% cost-recovery—either based on the fact that they are provided without cost by the faculty involved, or that all costs are recovered from the participants.

(c) It is strongly recommended that campus Units work with and through University Extension as the fiscal manager for such events.

2. University Extension has responsibility for developing and offering non-credit instructional events in relation to planned statewide programs of continuing education.

(a) University Extension should provide on and close to campuses the non-credit events which are based on missions or resources not represented on the campus or provided by the campuses.

(b) By specific delegation, campus Units with unique resources and teaching programs should work with and through University Extension in the statewide dissemination of such programs, as needed.

3. The same information system used for credit offerings should be developed for non-credit offerings, and the same monitoring procedures followed to assure that gaps in programming or wasteful duplication does not occur.

4. As part of its statewide programming for University, non-credit outreach, University Extension should seek maximum involvement with campus Units to provide Extension-held resources for non-credit events which are not 100% cost recovery events.

(a) To the maximum extent consistent with fiscal responsibility, University Extension should support effective joint enterprise by campuses and Extension with budgets defined at the outset of the programming year. The end in view is to provide a consistent fiscal base for maximizing campus initiative on outreach programming in its immediate service area.

V. Statewide Assessment of Need and Program Planning

1. The arrangements specified in Sections III and IV, foregoing, require campus Units to assess instructional needs in their immediate service area as these needs relate to their missions, to join with Extension on assessing statewide needs for unique, campus-based programs, and to inform Extension concerning local and regional assessments and programs.

2. There is, additionally, a need to develop planning procedures which assure the production annually of work plans for statewide outreach programs related to: (a) information transfer relative to the identified needs of agencies, institutions and populations in the State; (b) coordinated educational support for effective engagement with identified State problems, such as economic development, health care, environmental use and protection, etc.

(a) University Extension, jointly with the Units, should create statewide planning committees involving participation from appropriate Units, agencies and field staff, for an identified list of on-going program areas to assess program needs and propose annual work plans.

(b) University Extension, jointly with the Units, should create a System Extension Administrative Council on outreach programming, involving representation from Units of the System, to advise concerning Extension policy, and to review and recommend concerning planning committee products, and the creation or elimination of planning committees.

(c) In order to respond to emergencies, or identified short-term needs, University Extension should create, with the advice of the most appropriate instructional or research units, a task force to develop a University response.

VI. The Development of Mediated Instruction, Media Support for Instruction

Recognizing the growing importance of mediated instruction to both campus-based instruction and University outreach, the Regents affirm the following policies concerning development of such instruction:

1. Units have responsibility for developing media support for their instruction, including mediated courses within their instructional mission and in support of their degree programs.

2. University Extension has responsibility for developing mediated and auto-tutorial courses supportive of its special statewide programming, and/or the needs of particular groups not otherwise served or effectively served.

(a) Credit-bearing courses, including correspondence study courses sponsored by University Extension, should be developed cooperatively by Extension and one or more campus Units, with credit assignable to the sponsoring campus.

(b) In the event of a need which cannot be filled in this way, University Extension, with the advice of an appropriate faculty Council and the approval of the Office of the Vice President, Academic Affairs, may proceed with development and dissemination of a course bearing Extension only credit.

3. Inter-institutional use of developed materials should be encouraged by:

(a) Inter-institutional cooperation in planning and development of new courses, based on consortium arrangements for identifying needs and carrying out development tasks.

(b) Systemwide dissemination through University Extension, of information on developed courses and materials.

(c) Continuing faculty evaluation of the quality and usefulness of available materials.

(d) The establishment of System policy on user costs and copyright protection.

VII. External Degrees

In order to facilitate access to higher education opportunity for citizens who do not now have appropriate access, including programs leading to appropriate degrees and certificates, the Regents provide the following:

1. There should be created in University Extension, coordinate with the Office of the Vice President, Academic Affairs, a new agency to be known as Regents Statewide University. This agency shall be charged with the following mission:

(a) To establish an appropriate faculty-administrative task-force drawn from Units of the System to establish the policy guidelines for any external degree program offered by the System, or any of its Units or consortia of Units.

(b) On the basis of these guidelines, to establish an appropriate faculty task force or task forces from Units of the System to plan and design one or more undergraduate degree or certificate programs to be made available to Wisconsin citizens not now served or effectively served by higher educational programs offered by the System.

(c) To review plans thus developed with one or several Units of the System, or consortia involving several Units, to the end of establishing the appropriate campus resource base for any proposed program.

(d) To bring forward the plan, or plans, thus generated for review by the Office of Vice President, Academic Affairs, and recommendation to the Regents.

2. In initiating this planning program and goal, the Regents provide the following policy stipulations:

(a) Programs proposed should be clearly designed for populations now not served or effectively served by the System, and therefore noncompetitive with existing programs.

(b) Programs should make the maximum feasible use of existing resources, i.e., developed outreach courses of the campuses and University Extension.

(c) Programs should be designated as experimental, and include provision for evaluation incident to decision on continuation, modification, or elimination.

(d) Programs leading to degree should provide the basis for assurance that degrees thus achieved will be qualitatively on a par with those now offered by the System.

VIII. Implementation

The Regents ask that System Administration issue the administrative guidelines needed to implement as rapidly as possible the policies stated in this document. Concerning implementation, the Regents observe:

1. That continuity of service for existing and effective programs should be assured, and that where transfer of the administrative location of a program or the personnel associated with it is needed to achieve the policy goals now affirmed, this be carried out only after full consultation with the units and people affected.

2. That it should be the goal of the System that credit instruction leading to a University degree, whether offered on campus or off, should be financed in the same state subsidy/student fee proportion as resident campus instruction. As a matter of equity, the University System should seek a condition where part-time students seeking educational goals through off-campus courses are neither disadvantaged nor advantaged in relation to resident students as to the quality and cost of their education. The Regents recognize that achievement of these goals will involve a series of transitional steps in University budgeting practices and procedures, and that this transitional process should be accomplished in such a way as to maintain and augment the current educational opportunities of Wisconsin citizens.

3. That a report on implementation steps and accomplishments be made to the Regents not later than December, 1973, to the end that progress may be assessed and any needed policy modifications or additions may be considered.[1]

The university's 1975-76 report to the National University Extension Association shows that there were 3,404 registrations in courses for undergraduate credit and 5,538 registrations in courses for graduate credit provided through Extension evening classes and Extension off-campus classes.

Extension has its own faculty with its own system of rank and tenure, and this faculty is augmented by other faculty members at the institutions in the merged System.

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RESIDENCY REQUIREMENTS

In the case of both undergraduate and master's degrees a resident course is one listed in the University of Wisconsin-Madison timetable and taught by a Madison campus faculty member, regardless of where or when the instruction takes place.

Courses taken as extension courses under the direction of a faculty member of an institution in the system transfer to other system institutions as would courses otherwise offered.

The policy of the regents of the system is as follows:

"Since Extension courses for degree credit in every instance have departmental approval for both the course and the instructor, there should be no distinction between that course when offered on or off the campus, by regular class, media, or independent study. Such courses should be accepted in transfer on the same basis as the equivalent course taken on campus at normal hours of instruction."[2]

Bachelor's Degrees

A rule of the College of Letters and Science requires the last 30 semester hours of a 120 semester hour bachelor's degree must be earned through residence courses on or from the Madison campus. Fifteen hours in advanced courses in the major field of study are required with a 2.0 grade point average (4.0 system). Two courses of this requirement may be waived and the Madison campus Year Abroad Program courses are considered residence courses.

Master's Degrees

The University of Wisconsin-Madison offers the master of arts, master of science, master of business administration, master of music and master of fine arts degrees. For master's degrees the Graduate School requires two semesters of resident course credit, of which one semester must have been earned in Madison courses. For the master of fine arts and the education specialist degrees four semesters are required and one semester is required in Madison courses. Most departments require more course work than the minimum. Residence credit is computed in terms of "weeks"; two "weeks" of residence credit is granted for each hour of work completed in a semester. The minimum required is 36 "weeks." Master's level degrees may be obtained on a part-time or summer-session only basis.

FEES

For on-campus (Madison and Milwaukee) courses, if carrying fewer than 11 hours, the resident of Wisconsin pays $24 per undergraduate credit hour (non-residents pay $97 per undergraduate credit hour). Graduate work for residents of Wisconsin is available at a rate of $54 per credit hour; non-residents pay $180.75 per credit hour.

The other four-year campus fees are $22.75 per undergraduate credit hour for residents and $86.50 for non-residents and $37 for resident graduate credit to $123 for non-resident graduate credit. The two-year campus fees are $21.50 and $86.50 for resident and non-resident undergraduate credit.

For independent (correspondence) study the fees are $21 per undergraduate credit hour and $30 per graduate credit hour.

For extension (off-campus) classes and evening classes offered through University of Wisconsin-Extension the rates are the same as the rates of the campus extending the credit.

STUDENT CLASSIFICATIONS AND APPLICATION OF CREDIT TOWARD DEGREES

Guest Student Classification—Madison

A guest student is one who audits courses only, and such a student is not a degree candidate. In the fall of 1976-77 there were 242 students in this classification on the Madison campus. Persons under the age of 62 who are guest students pay one-half the undergraduate fee charged residents. Persons over 62 years of age pay no fees as guest students (whether residents or non-residents of Wisconsin).

University Special Student—Madison

The University of Wisconsin classifies persons who wish to take one or more undergraduate or graduate courses for credit, but who are not pursuing a degree program, as university special students. Non-degree students with special college or school affiliations are classified as college or school specials. On the Madison campus an Office of Inter-College Programs provides counseling for these students. Students pay the undergraduate per-credit hour fee. Credit so earned may or may not count toward a baccalaureate degree and generally is not accepted toward master's degrees—such students do not earn residence credit toward master's degrees. Since the fee is lower for such courses, if work taken is later accepted as applicable toward a master's degree, the student would be required to pay the fee differential.

The status is open to students who may have been dropped from regular student status after the period for which they have been dropped and with the permission of the dean whose school or college dropped the student.

Other institutions in the system have similar classifications, and work taken does not count in meeting the senior (last 30 hour) requirement.

In the fall of 1976-77 there were 1,999 students in the university special classification on the Madison campus.

COUNSELING AND ADVISING

Community Based Educational Counseling for Adults

Among the C.I.C. universities, the most extensive field service to provide counseling services for adults is provided by the University of Wisconsin-Extension.

The program was started in 1972 and now provides services in 32 Wisconsin counties. In each county there is an educational counselor designated to discuss educational opportunities with adults. Resident individuals are employed in the project, and they are trained in basic counseling skills and provided information concerning resources. A staff of 17 educational counselors, primarily part-time, provide the service.

The Community Based Educational Counseling for Adults (CBECA) has as its mission helping adults learn about all types of educational resources and to overcome barriers to further education.

The main features of the program are:

" 1) Counseling concentrates on assisting adults in establishing educational objectives, identifying educational resources, and overcoming personal barriers to continuing education; 2) Follow-up contacts are made to eliminate apprehension and encourage pursuit of objectives beyond initial steps; 3) Referrals are carefully arranged to insure that prospective adult students are provided with the services they need. Effective referrals are vital to the success of the frequently unknowledgeable and unassertive adult student; 4) Counseling is provided in local, nonthreatening facilities such as libraries, courthouses, and community centers to increase the possibility of encouraging non-traditional students to eventually enter the education mainstream; 5) Non-educational agencies with services that can supplement the educational experiences of adults are frequently brought to bear—e.g. employment services, vocational rehabilitation, veterans services, and Health and Social Services."[3]

In 1975-76 service was provided in over 130 communities by the peripatetic para-professionals in the program. They served 1,885 persons new to the operation and hundreds of others from prior years. Students are referred not only to University of Wisconsin System institutions—clients in 1975-76 enrolled in more than 50 institutions.

On-site educational counseling was provided in prisons and jails (at two jails tutorial services, instructional materials and G.E.D. examinations were made available).

Off-campus credit classes have been arranged on the basis of determined demand.

In 1975-76 the National Center for Educational Brokering recognized CBECA as "a forerunner in the new trend of brokering adult education."[4]

The 1975-76 annual report reveals that 66 percent of the clients were women. Of the 1,885 new clients served, 346 had less than high school completion records; 618 had high school diplomas; 93 had vocational/technical school diplomas; 486 had some postsecondary courses; 245 had bachelor's degrees; 53 had some post-baccalaurate work; 26 had master's degrees and the remainder were scattered (from three who were "uncertain" to two who had Ph.D.s).[5]

Counseling University Special and Guest Students—Madison

Two full-time advisers and one half-time adviser are employed by the Office of Special and Guest Students in the Office of Inter-College Programs at Madison. These persons teach study skills to groups of three or four students over a four week period. They provide an orientation program (2,528 persons were participants in 1975-76), and they provide a referral service to other university academic advisory services in the colleges and departments.

Office of Continuing Education Services

This office was established in 1972 as part of the Student Counseling Center. At the outset it was designed primarily to serve women, but in 1975-76 its services were provided to about an equal number of men and women. The office serves as an entry point for adults on the Madison campus and after working with these students they may be referred to the Office of Inter-College Programs, to the various schools and colleges or to non-University of Wisconsin educational institutions where there are programs best suited to the students' needs.

Graduate Students

Graduate students (other than special students who are not degree candidates) receive academic counseling upon admission to the Graduate School through the school and the appropriate department.

SPECIAL CLIENTELE PROGRAMS

There are no special programs which provide opportunities to earn credit and degrees that have been specifically designed for identifiable groups such as women, ethnic groups, the disadvantaged, prisoners or others. From one perspective, it might be said that the overall program reflects a spectrum of such programs. For example, the community based counseling service has served such groups as prisoners, Vietnamese, Cambodian and Loatian refugees, nurses, police, and native Americans.

There are extensive opportunities available in programs that are provided by Extension, including a number of certificate programs in business fields and engineering, police science and in professional continuing education. Such programs are offered in a variety of formats including institutes, conferences, workshops, short courses and through a variety of media and multimedia delivery systems.

CONTINUING EDUCATION UNITS (CEU)

A Continuing Education Unit, by definition, may be awarded for each ten contact hours of participation in an organized not-for-credit continuing education experience under responsible sponsorship, capable direction and qualified instruction.

University of Wisconsin-Extension has adopted the CEU as the unit of measurement for all appropriate continuing education programs. All independent (correspondence) study courses have been evaluated and given CEU value. Student records are maintained for each student completing work through Extension for CEUs and/or credit and the record is available to the student on request.

ASSOCIATE DEGREE PROGRAMS

Associate degree programs are offered through the 14 two year institutions that comprise the University of Wisconsin-Center System. Prior to merger these two year centers were under the aegis of the universities, and they were created to provide the first two years of work transferable to bachelor's degrees at the parent universities and other colleges and universities. The degrees offered are in the liberal arts areas generally, and the institutions in the Wisconsin Vocational Technical and Adult Education system provide associate degrees in vocational technical and occupational fields.

The University of Wisconsin-Madison does not offer associate degree programs. A "Certificate of Junior Graduate in Liberal Studies" is granted, if requested by the student, upon completion of 60 credits (120 grade points) in the College of Letters and Science. There is little demand for the certificate. There is no clear policy on how much credit might be accepted in transfer from other institutions because the question has not been raised by a student requesting the certificate.

The certificate provides an interesting kind of "stop-out" credential for those who may wish to return at a later time to pursue a bachelor's degree.

Middle Course--College of Agriculture and Life Sciences--Madison

Students who wish to take regular course work in agriculture for two years, with an emphasis on practical and technical aspects of the field, may enroll in the Middle Course in Agriculture. The program provides opportunity for choosing work toward a vocational objective. The student receives the title "Graduate in Agriculture" upon completion of the work.

The middle course requires 64 semester credits (128 grade points) exclusive of pass/fail or credit/no credit course considerations (since these do not yield grade points). Of the 64 credits, 15 elective hours may be taken in non-College of Agriculture and Life Sciences courses. Admission requirements are the same as those for students seeking a bachelor of science degree.

The work taken is applicable to bachelor's degrees, but it would take longer than four years to achieve the degree because of additional requirements.

Again, this is an example of a "stop-out" credential of value to the student who may wish later to return for completion of a degree objective.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

In 1976 the Regents of the University of Wisconsin system declared that "every university unit should provide appropriate methods for the use of national tests developed for credit such as the College Level Examination Program but it should be the prerogative of each unit to establish proficiency score levels, limitations of credit allowed, policies regarding testing fees, and other related policies, that are consistent with characteristics of ability and achievement of the particular student body on a campus. The policies for granting credit on the basis of external examinations, such as the Advanced Placement Program, CLEP (General and Subject exams) and USAFI, should be applied equally to continuing and transfer students. Students who are given credit on the basis of these examinations should be informed that in the event of transfer, they can expect the receiving Unit to determine the credit to be granted for these examinations consistent with Unit policies. Where no policy at the receiving Unit exists with regard to these examinations, the credit granted by the original Unit should be honored without qualification in the same manner as any other course in which a passing grade has been earned." [6]

CLEP Credit--Madison

At the University of Wisconsin-Madison credit is granted for four of the general examinations passed at the seventy-fifth percentile. The examinations provide four hours of credit if passed at the score indicated in parentheses, as follows:

University of Wisconsin

Humanities	(564)
Social Studies	(568)
Natural Science	(571)
Mathematics	(487 - content subscore 64)

Credit is not awarded for the general examination in English.

Credit may be earned in eight of the subject examinations, English (3), economics, geology, political science, sociology and statistics.

Credit for the general examinations may be earned only by freshmen, and it must be earned before the student has earned 15 degree credits in a Madison program or elsewhere.

Transfer students coming to Madison may not apply CLEP credit awarded elsewhere unless it meets Madison score standards.

COLLEGE ENTRANCE EXAMINATION PROGRAM ADVANCED PLACEMENT EXAMINATIONS (CEEB-AP)

The University of Wisconsin-Madison awards credits and advanced placement on the basis of College Entrance Examination Board Advanced Placement examinations in accordance with the following:

American History: Score of 4 or 5: granted 6 credits of History 101 and 102.

Biology: Score of 4 or 5: granted 5 credits of Biology 151.
Score of 3: granted no credit, but possible advanced placement by taking a departmental attainment exam.

Chemistry: Score of 5: granted 4 credits of Chemistry 103. Student may take a departmental attainment exam for possible credit in Chemistry 104.
Score of 4: granted 4 credits of Chemistry 103.

English: Score of 5: placement in English 207 (Honors Section).
Score of 4: placement in English 207.
Score of 3: placement in English 207.
Score of 2 or 1: no placement on basis of AP Exam, but possible placement on basis of University English placement test.

European History: Score of 4 or 5: granted 6 credits of History 119 and 120.

Mathematics: Calculus AB Exam: Score of 3, 4, or 5: granted 5 credits of Math 221
Score of 2 or 1: granted no credit

Calculus BC Exam: Score of 3, 4, or 5: granted 10 credits of Math 221 and 222.
Score of 2: granted 5 credits of Math 221
Score of 1: granted no credit.

Classics, French, Latin, Art, Music and Physics: No credit is granted for these subjects on the basis of Advanced Placement Exams. Students may contact the department about the possibility of credit or placement by taking a departmental exam.

German and Spanish: Referred to appropriate departments for individual consideration. Any credit or placement is determined by the standards of the department.

DEPARTMENTAL EXAMINATIONS FOR CREDIT

At Madison and throughout the system any department may provide attainment examinations over elementary or intermediate level courses (other than honors courses or on-campus independent study courses) and award degree credit on the basis of students' achievement.

University special students may sometimes take departmental examinations for credit.

ARMED SERVICES [illegible]AINING SCHOOL COURSES

The American Council on Education's *A Guide to the Evaluation of Educational Experiences in the Armed Forces* is used by the University of Wisconsin-Madison Admissions Office as a basis for determining the extent to which credit may be awarded for courses taken in armed services training schools. There is no limit on the amount of such credit allowed for such courses alone or in combination with credit earned through correspondence study, Extension courses and other applicable transfer credit; however, the last 30 hours of work must be in Madison courses.

The Regents of the University of Wisconsin System have a policy which declares that credit awarded on the basis of the *Guide* by one unit in the system may not be transferrable to another unit if the receiving unit's standards are not met.

DEFENSE ACTIVITY FOR NON-TRADITIONAL EDUCATION SUPPORT (DANTES) COURSES

The University of Wisconsin-Madison accepts DANTES courses for credit toward its bachelor's degrees. Courses are evaluated on an individual basis and credit is awarded with departmental approval.

ARMY HELP FOR EDUCATION AND DEVELOPMENT (PROJECT AHEAD)

Through this program the student chooses an institution from which she or he hopes to be graduated. The selection is made prior to or during enlistment. The institution then provides advice concerning courses the student-enlistee may take during the enlistment and about the applicability of credit so earned toward the educational objective.

University of Wisconsin

The University of Wisconsin-Madison does not participate in this program. University of Wisconsin units that do participate are centers at Fox Valley, Richland and Washington; and universities at Green Bay, La Crosse, Oshkosh, Parkside, Platteville, Stevens Points, Stout and Whitewater.

SERVICEMEN'S OPPORTUNITY COLLEGE (SOC)

This program permits a student to enroll at an institution while still in the armed services and advice is given concerning the acceptability of courses (toward degrees) offered by other institutions in the program.

The University of Wisconsin-Madison does not participate in the SOC program. Campuses that do are Green Bay, La Crosse, River Falls, Stevens Point, Stout, Superior and Whitewater.

CREDIT FOR COURSES LISTED IN AMERICAN COUNCIL ON EDUCATION'S GUIDE TO EDUCATIONAL PROGRAMS IN NONCOLLEGIATE ORGANIZATIONS

The Regents of the University of Wisconsin system have given each campus the option of awarding credit on the basis of the recommendations made in the *Guide* and with the approval of the appropriate faculty committee. The same policy concerning inter-unit transfer of credit awarded for armed services training courses applies to credit awarded on the basis of the *Guide to Educational Programs in Noncollegiate Organizations;* however, "all noncollegiate educational courses/credits accepted by a Unit must be so designated on the student's transcript."[7]

EXTERNAL DEGREES–UNIVERSITY OF WISCONSIN–EXTENDED DEGREE PROGRAM

In May, 1973, the Regents of the University of Wisconsin System authorized a new agency to be known as Regents Statewide University in University Extension and coordinate with the Office of the Vice President for Academic Affairs,and they charged the agency with developing, through faculty-administrative task forces, policy guidelines for the development of external degree programs. The following provides information concerning the evolution of planning. It is to be noted that the focus is on "extended" as opposed to "external" degrees.[8]

In November, 1973, the report of a Regents Statewide University Planning Task Force was submitted to the regents. The task force proposed in its planning prospectus the creation of an Open University to serve the needs of adults who are unable to pursue college level studies and bachelor's degrees because of family, employment and other responsibilities which would make full-time study not possible. The proposal called for the establishment of a Regents College to offer a competency based degree program in life studies; a support system consisting of an advisory network; and unit designed external degrees that would be field or professionally oriented.

Underlying the proposal were two basic assumptions. The first was that individualized counseling and planning with the student would be required along with proper recognition of competencies already possessed. The second was that maximum use and development of existing educational resources would be required to avoid unnecessary and costly duplication of services.[9]

The Regents College, support system and unit external degree proposals were detailed as follows:

The Regents College

The Regents College will be designed to offer the student the opportunity to complete a competency-based degree focusing upon life studies. This program will allow the individual the opportunity to gain competencies in basic learning skills, interpersonal relationships, civic and community relationships, as well as demonstrated competencies in understanding the world of work, cultures, nations and ethnicity, environmental relationships, and the development of self-awareness, recreational, cultural involvement, and the use of leisure. Regents College will not offer classroom instruction but will encourage the development of learning modules. The degree program will be individually designed through learning agreements between the Regents College and students to meet the educational goals of any student.

The quality of the Regents College degree would be monitored from outside the College as well as within. Systemwide faculty committees would work with the Regents College mentors to set and maintain the standards for both lower-division and degree-program competencies. Curriculum plans proposed by the Regents College would be subject to final approval by an Academic Review Board composed of faculty and other qualified persons who are not full-time members of the Regents College staff.

The Unit Degree

It is proposed that each of the existing higher education units in the University of Wisconsin System be encouraged to revise or adapt any of their existing degree programs to meet the open-education criteria (described below) and to offer their degrees as a part of the Open University program. The decision as to whether or not a degree program will be placed into this format will be made by the faculties of the existing units. Such degrees will normally be field or pro[illegible]ally oriented, but so adapted so that they can be more readily made available to a larger number o[illegible]ituencies not now availing themselves of campus-based programs.

Open-Education Criteria

The unit-based degrees proposed as part of the Open University plan are predicated on the assumption that institutions or consortia of institutions can develop degree programs in an open education format. The Open University will be able to provide technical assistance and research and development support to units or consortia wishing to establish degree programs that meet the following open-education criteria:

1. Admission to an open-education program is based on recognition of the student's competencies, however acquired, as determined by appropriate types of examination.

2. Initial placement in an open-education program is determined by the nature, number of level of demonstrated competencies that are relevant to the program, regardless of where these were developed.

3. Curricular planning in an open-education program is individualized insofar as degree requirements permit, and the means of meeting degree requirements are determined co-intentionally with the student.

4. Learning in an open-education program is not restricted to college and university courses, but may occur in any mode, e.g.:

   a. Formal courses offered by any kind of institution. (Regents College itself does not offer classroom instruction.)

   b. Cooperative studies, in which several students with similar interests collaborate.

   c. Tutorials, in which a teacher guides an individual student in a particular area of knowledge or competence.

   d. Organized self-instructional programs, e.g. correspondence courses, programmed learning, televised instruction.

   e. Direct experience which permits self-examination and reflection by the student and formal assessment by the institution.

   f. Independent study through reading, writing, travel or other means.

   g. Learning contracts through which mentors and students design a unit of study to achieve competency levels.

5. Progress in an open-education program is defined in terms of the competencies specified and acquired rather than the mode or duration of the learning experiences.

6. Pacing in an open-education program (i.e., entrance-reentrance, program load, time for completion) is individually determined to suit the student's schedule and the demands of his other commitments.

7. Advising in an open-education program is sensitive to the special needs of each student, including the need to surmount those invisible barriers created by biological, cultural or situational factors over which the individual has no control.

Any unit that decides to place one of its degrees into the open university program will be offered the services of the proposed support systems to assist in the implementation and evaluation process.

Support Systems

A key element to the proposed Open University program is the development of support systems to assist both the Regents College and the individual UW units in the development, implementation and evaluation of Open University degrees. These support systems will consist of three major functional units. The first major subunit is research and development. It will be primarily concerned with conducting research on the validity of the open education criteria, developing and validating procedures and instruments for use in the assessment of student competencies, to conduct research studies on the needs and interests of the students, and to develop instructional systems including software to support the proposed degree programs.

A second major subsystem will be an advisory network. This network will consist of advisors located throughout the state who will assist students in developing their plans for higher education. They will help entering and lower division students make general plans for their studies and to put such students in touch with the appropriate instructional units. These advisors will assist the potential upper division student in preparation of a portfolio which will give evidence of the student's past life learning experiences, as well as prior formal educational experiences, and will help ascertain which of the various existing programs in the state will best correlate with the student's interest and past experiences. An education clearinghouse will be developed to disseminate information on all programs in an open education format.

A third subsystem will be a staff development program which will be a program to assist members of the unit faculties who wish to either design individual learning experiences for one of the Open University degrees and/or to assist them in developing a degree program or adapting existing degree programs to meet the open-education criteria. The faculty of existing units would find varied opportunities to participate in the activities of the Open University. Some faculty members would be asked to serve on advisory committees of the Regents College, while other might be asked to accept appointment as full-time mentors or part-time tutors to Regents College students. Individuals, teams or consortia teams might apply for funding by the research and development unit in order to undertake projects which would contribute to the accessibility of education, e.g. the recasting of a classroom course into a mediated format. Thus, the Open University would utilize existing human as well as material resources.

Degree Levels

Another unique characteristic of this Open University program is that the primary focus will be upon the upper divisional requirements, or those more specialized learning experiences which will result in the competencies necessary to achieve either the regents degree in life studies, or one of the field or professional degrees presently being offered by existing units. This is based upon the assumption that many of the lower divisional requirements or the more general competencies can be developed either through prior life learning experiences or other previously-obtained educational experiences. Through its network of advisors, the Open University will make intensive efforts to facilitate their acquisition of needed competencies in existing lower division programs in the state, to certify whatever basic competencies these students may already possess, or, if necessary, to develop them in specially-designed programs. Flexible admission policies allow for greater choice on the part of the student as to where these general competencies are developed.[10]

In 1974 the Wisconsin legislature approved moving ahead with the plans for the Regents Statewide University. The system was, however, under enrollment constraints and funding had to be found from outside sources. In May, 1976, the regents reaffirmed their support and endorsed a proposal under the name "University of Wisconsin-Extended Degree Programs." President John Weaver noted that, "This designation has a special meaning because, by taking the route of extended degrees, we have elected not to go into the 'external degree' business. Wisconsin is relying on the quality and strength of extending degrees from its existing institutions rather than creating new degrees external to present institutions."[11]

Funds were sought from the U.S. Office of Education Fund for the Improvement of Postsecondary Education (FIPSE), and a grant of $106,705 was provided, effective in September, 1976.

With matching funds provided by the regents steps to implement the program were underway in 1976-77. These involved the development of resource centers in support of the degrees while, at the same time, the units designated to develop pilot programs were moving ahead with that task.

The learning resource centers each have distinct roles to play as follows:

1. The Competency Based Education Center—West Central Wisconsin Consortium (WCWC).

The Competency-Based Education Center at WCWC serves as a statewide resource to participating institutions in the design and development of instructional objectives to meet defined competencies. Major focus of the center is in the area of translating existing credit courses into measureable competencies at standards of a quality level acceptable to the faculty and to the profession, as well as for graduate school entry and/or intercollege transferability. The center will help each campus develop competency-based programs containing the following elements:

1. Competencies (knowledge, skills, behaviors) to be demonstrated by the student are derived from explicit conceptions of teacher roles stated so as to make possible assessment of a student's behavior in relation to specific competencies, and made public in advance.
2. Criteria to be employed in assessing competencies are based upon, and in harmony with specified competencies explicit in stating expected levels of mastery under specified conditions and made public in advance.
3. Assessment of the student's competency uses performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behaviors; and strives for objectivity.
4. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion.
5. The instructional program is intended to facilitate development and evaluation of the student's achievement of competencies specified.

Given this program definition, the center will focus on providing leadership, informational services, and guidance to institutional faculty as requested. Specific objectives would be:

1. To assist faculty members in developing competency-based curricular and resource offerings so that nontraditional students would receive the benefits of current, well-developed materials.
2. To offer appropriate training to faculty to enable them to incorporate available instructional media capabilities into competency-based programs.
3. To refine current methods of student and peer group instructional evaluation procedures at the departmental level to provide constructive feedback to each faculty member concerning his or her strengths and areas needing improvement in developing competency-based instructional techniques.

Mission Profile

An overview of the basic management profile for the 1976-77 year will be as follows:

1. Facilitative resources will be developed and established. Facilitative resources are people, processes, and things necessary for getting the job done. The center will develop listings of human and material resources, instructional devices, strategies and techniques, instructional settings or space arrangements, content or subject matter information and identification skills to be taught, and staff development resources for competency-based education. Free consultative services will be provided by the center.

2. The center will develop and aid in related research. Competency-based education program research will be conducted continually and by faculty request. Research materials will be obtained and made available to faculty on resources, on specific units of instruction, on modules, etc. The center will work with faculties in the following areas of theory construction: problem perception, problem definition, information synthesis and other related areas. Theory Testing Services will also be provided faculties interested in an experimental framework utilizing hypothesis formulation, literature review, research design selection, resource selection, implementation arrangement, experimental treatment approaches, data analysis, conclusions and research reports.

3. The center will provide assistance in program design. Assistance will be provided in needs assessments, goal identifications, people analysis, task analysis, instructional setting analysis, objectives setting, provision for assessment, selection of course presentation format, and other instructional specifications for competency-based education.

4. Evaluation. Center will set up mechanisms for evaluation of its own activities. Case studies containing information and documentation on each pilot degree program's context, each degree program's existing input resources, the process of each program contacting the center and the resulting products developed. A systematic evaluation procedure, therefore, will be maintained for each center contact. An evaluation report will be prepared for the 1976-77 year.

5. Center will provide logistics assistance. Aid will be provided for acquisition of human and material resources, material processing, scheduling, distribution, housing, and maintenance of competency-based education resources.

6. Center will provide instructional management functions assistance. Center will work with faculties and administrators in the development of institutional goals and policies concerning CBE, instructional goals and policies concerning CBE, planning for implementation of CBE, and general management informational services for competency-based programs.

7. A Workshop Format. The center will develop a workshop format for faculty campuses developing extended degree programs to disseminate information about competency-based education. The workshop format will be flexible enough to meet a wide variety of campus needs.

8. The Competency-Based Center will be active in policy development for the Extended Degree Programs and in general furtherance of the field of nontraditional learning.

9. Deliberate efforts will be made to maintain personal contact with the degree-developing campuses and other Resource Centers. Campus visits will be planned. Deliberate efforts will be made to provide a system-wide service.

10. Efforts will be directed toward obtaining additional outside funding and toward cost effectiveness of the Competency-Based Center in terms of State and other funds.[12]

2. Examination Programs and Services Center at University of Wisconsin-Madison. This center will focus on credit by examination and competency based proficiency testing. The center will offer assistance to degree programs in the development of competency based proficiency tests. It will serve as "the focal point in making available a Systemwide program of examinations to supplement the instructional and study modes of the several degree programs."[13]

3. Cooperative Education Center at University of Wisconsin-Milwaukee in the Division of Urban Outreach.

> The Cooperative Education Center began operations on September 1, 1976, with the initial goal of identifying research issues. Collectively the issues comprise the staff pursuits within the center's first operative year. Each issue is to be treated as an integral factor in the process of administrating an off-campus learning program.
>
> Considered together, the issues follow the role definition of the Cooperative Education Center as outlined in the Prospectus for University of Wisconsin-Extended Degree Programs:
>
> > 'The Cooperative Education Center . . .would serve as a statewide resource to help campuses place nontraditional students in appropriate internships, field experiences, tutorials and other pre-planned experiential learning situations.'
>
> With the understanding that research completed would find utility in the designated extended degree programs, the Milwaukee center began the task of isolating issues worthy of extensive research. It was then assumed that the products of the research efforts be
>
> > 1. flexible. It is assumed that each extended degree program will reflect closely the educational environment and the faculty persuasions which generate its existance. This could easily account for the establishment of eight programs, each differing greatly from one another. Programmatic resources developed and distributed by the Milwaukee center must therefore be specific enough to meet programmatic demands, but also demonstrate the needed flexibility required to sustain their utility in a great variety of situations. This factor alone required the exclusion of issues that would pertain only to urban or rural areas as well as individual demands reflecting differences in academic disciplines.
> >
> > 2. favorable to dispersal means. It should be assumed that each research study will be communicated directly to faculty and students of the extended degree programs. This requires that the release of each study be accompanied by dispersal methods. Written material should reflect the flexibility presented above. Personal presentation materials should be screened thoroughly and adjusted to service directly the proposed audience.
> >
> > 3. oriented toward application. Most programs utilizing the research of the Milwaukee center are in development stages. Their requirements therefore reflect the need for materials that profess immediate application. This requirement does not preclude the need for a philosophical statement preliminary to each study, but it does suggest that research findings be aimed directly at development and adjustment needs.

Research Issues

The following are research issues that are currently under assignment at the Cooperative Education Center.

1. Learning Contracts

Students and faculty working in all types of university programming have been turning to contract learning for those situations which warrant the inclusion of educational resources outside of the university environment. Learning experiences which assume a great deal of individual initiative and motivation from the student may be best defined beforehand by a written agreement prepared by the student and associated university personnel. Usually faculty or research staff persons, well versed in evaluation techniques, assume the task.

The contract approach has a number of advantages which lend themselves to the extended degree concept. Initially it serves to define the roles of both the student and his or her advisor. Each understands what is expected of the other. It also provides the needed conceptual requirement of setting goals, helping to facilitate, and perpetuate, individualized study.

Another major advantage of the contract approach is its demand for assessment techniques. Each skill or knowledge identified within the contract should be accounted for within the evaluation practices, measurement or descriptive means leading toward crediting procedures.

Within the first year of the program's operations, experimentation with contract designs will be completed. The primary goal is to establish the flexibility needed to coordinate the concepts of social utility and educational growth into a useable curriculum for the student.

2. Competency-Based Curricula

The use of competency-based learning models throughout schools today needs to be thoroughly researched. In some cases, such as Webster State College of St. Louis, learnings garnered through external situations are equated with existing college courses. The match is made by comparing competencies derived in each case. Other programs, such as De Pauls', provide a complete listing of program objectives in terms of competencies. Students complete the development of each competency either in college classrooms or in specially designed learning experiences. Once the competencies have been mastered, the degree is awarded.

In either case, the need to study the development of competencies as they relate to student placements within designed learning situations requires directed research within the Cooperative Education Center.

3. Pre-assessment Techniques

The value of pre-assessment techniques as they pertain to external degree programs has yet to be determined. In many colleges there are tests of basic skills but little beyond CLEP tests or college readiness examinations. As an advancement in this area it seems wise to begin assessments of both the individual alone—and as a member of a social community. Only in this manner will our assessment techniques become useable as tools for designing learning situations. If one may assume that a major objective of external degree programs is to extend the functional capabilities of a client within his or her social environment, it then becomes imperative to assess the student as an existing element within that environment.

Presently, studies at the University of Wisconsin-Milwaukee are being completed which describe individuals in states of interaction with a social environment. These techniques, as well as all others available, will be studied and presented within the first year of the program's operation.

4. Faculty Involvement

External degree programs, just as other new programs, must utilize the best available university resources, including interested faculty. In most external degree programs faculty members from the student's major area of concentration perform a greatly extended function in relation to students. Ordinarily, the role of the advisor/counselor is designed for maintenance of the system. Advocate counselors have the task of assisting students in the easiest ways of negotiating the system. However, a counselor given the task of advising students engaged in life experience learnings has a multi-faceted role:

A) Most often, counselor/advisors shall appear as educational brokers, functioning between the client and a melange of educational resources. The counselors initial tasks shall be to identify resources within the student's social environment, often common to the client but unperceived as having educational value. Secondly, counselors assist students in the organization of resources to function on the student's behalf.

B) Counselors must also be described as researchers/evaluators, charged with the job of assessing and evaluating life experience learnings. Before clients begin functioning in designed learning experiences each facet of the learning situation should be described in terms which lend themselves to evaluation measures.

C) Counselors/advisors should also function as supportive personnel as clients set objectives and goals for educational and vocational growth. Counselors should utilize preassessment methods to assist clients in the description of their present situations, as well as the identification of alternatives to present and future choices.

D) Counselors/advisors should also be perceived as protector/advocates. Students should assume that advisors and program coordinators are capable of negotiating problems encountered by individuals with crediting and graduating procedures.

It seems wise to utilize, within the program's initial year, the assistance of faculty members at the University of Wisconsin-Milwaukee, to locate advisors currently counseling students for off-campus studies, and to revise and record research in the area of faculty/student relationships.

5. Community Resource Persons

As stated earlier, the most outstanding feature of external degree programs is the flexibility which enables program personnel to create learning situations that are highly individualized. For each enrollee there is the inherent possibility of utilizing the student's home and employment environments to create learning situations that best fit both the student's goals and the program's requirements. This environment needs to be defined as both the physical and social surroundings of the individual-including people and institutions.

One model which should be considered requires the use of a committee of resource persons, all from relevant social sectors within the student's environment, to help in the designing of learning experiences. This model, and all others deemed appropriate shall be researched, as they relate to the external degree concept, during the initial year of the program's operation.

6. Basic Skill Requirements

Off-campus degree programs have been criticized in the past for allowing students to graduate without having accumulated basic academic skills. To avoid this possibility, the Cooperative Education Center intends to investigate available measurement devices and make them available for program usage. Also reported will be research findings concerning theory and rationale for skills required. It is assumed that individual programs may vary greatly in the use of these resources.

7. Student Placements

Cooperative education programs inherently involve off-campus learnings, as well as the necessary placement of students into these situations. These, in turn, must match closely the student's academic and vocational needs. To research this process, the Cooperative Education Center intends to analyze closely the learning agreements that should exist between the student and employer, as well as the prospects for useful contacts with colleges and volunteer organizations. The objective is, of course, to extend the learning environment to any job, college, or volunteer station that best meets the needs of the student, and to match the student and placement in a manner which may prove most useful for the expected learnings.

8. Designing Learning Experiences

The possibility of designing specific experiences that will yield needed skills or competencies is indeed an exciting opportunity. This possibility has long been hampered by inadequate evaluation techniques, mostly overcome in recent years, that still remain a challenge for both administrators and counselors. For years program administrators have been content to assume that the participation of the student in a given experience was deserving of university credit. This may still be true for situations with unusually high learning potential; but for most situations, be they jobs, volunteer work, or deliberately designed experiences, the skills or knowledge which remain, after the experience is completed, must be identified, verified, and qualified before credits can be awarded.

This prospect should not hamper counselors/advisors in the use of experiential learning situations; but rather it should purport the need for the administrative structure necessary to convince both the advisors and students that needed learnings have been completed.

9. Computer/Teletype Recording

Means will be made available, through the Cooperative Education Center, for programs to record and store listings of relevant college courses, job and volunteer placements, and individually designed learning experiences. One possible method requires a computer storage program to be prepared at one location, such as the Milwaukee center, that could then be loaded daily on the 1110 computer in Madison. This would allow all program centers the opportunity to store, adjust, and recall data for immediate usage.

Communications with faculty at Northeastern University in Boston suggest that programs involving off-campus learnings succeed on their ability to describe and deliver learning situations with a great deal of specificity. The situations which find the student and advisor groping through incomplete and outdated learning resources should be avoided.

10. Certification Programs

Studies have begun at the University of Wisconsin-Milwaukee, Division of Urban Outreach concerning individualized study programs that lead toward the awarding of a certificate. The possibility of allowing students to pursue specific skills for a needed job or recreation activity seems to fit easily into the external degree concept. For this reason the Cooperative Education Center will subsume the research in this area. An example of the certificate concept would allow someone to study early childhood education for the expressed purpose of working as an assistant in a day care center. To accomplish this goal, supervised activity in a day care center, supplemented by appropriate university activities, seems logical. It should also be noted that both the certificate program and the extended degree require self-directed students with significant goals and objectives before admission is completed.[14]

4. Curriculum Resource Center at University of Wisconsin-Oshkosh.

The Curriculum Resource Center [will] serve as a statewide resource in the development of self-paced instruction and coordination of the exchange of curriculum software that supports self-paced instruction, such as unit study guides and non-print media programs. Specifically, the Center [will] help each campus in the UW-System involved with the extended degree program:

(1) To develop new curricular programs that incorporate latest research and development on the utilization of curriculum software capabilities demonstrated at other university centers.

(2) To develop exchange mechanisms at each campus to facilitate establishment of software libraries enabling more rapid self-paced and competency-based curriculum development in all content areas.

(3) To coordinate academic planning with other campuses to maximize faculty development of curriculum software capabilities in specific course areas.

(4) To provide pilot testing of self-paced instructional media as a basis for revision.

(5) To provide appropriate training to assist faculty members in incorporating available instructional media capabilities into competency-based programs.

(6) To provide a shift of emphasis in the design and evaluation of materials primarily for use by the learner, rather than the teacher, and evaluation of new materials in terms of the acceptability, effects on learning and cost effectiveness.[15]

5. Assessment Center at University of Wisconsin-Green Bay

The general mission of the Assessment Center is to:

a) Serve as an informational resource regarding assessment techniques for nontraditional learning;

b) provide consultation services regarding assessment techniques to campuses developing extended degree programs;

c) help the campuses establish the quality and integrity of the assessment procedures in their respective degree programs; and

d) assist in the overall development of the extended degree concept through cooperation with the other Resource Centers.[16]

6. Independent Study Center at University of Wisconsin-Extension. This center will "work with campuses to more effectively utilize the large number of correspondence courses already available. Where it would be useful for one or more campuses to design or adapt a course to independent study, Extension can help the campuses meet student needs for self-study materials. Where there are System needs for additional independent study courses, Extension can develop them. Independent study courses tend to be concentrated at the first two year of college study and these can help students complete requirements before taking an upper division degree completion program." [17]

7. Community Based Counseling Center at University of Wisconsin-Extension. (See above, **ADVISING AND COUNSELING.**) The Community Based Educational Counseling service as one of the centers "will help direct nontraditional students to appropriate degree programs."[18]

8. Regional Services Center at University of Wisconsin-Superior. This center will "incorporate elements of all other centers and will be designed to serve its own distinct geographic region. This campus would become a model center to provide all necessary services to nontraditional students in its area of responsibility. Each of the other centers would work with this center's staff to bring the regional services capacity up to a level of self-sufficiency and will then maintain a close and supportive working relationship."[19]

The first four of the above centers are being financed through the FIPSE grant agreement and the second four are being maintained or established through intrasystem arrangements.

The following is a brief description of the degree programs that were in the process of development in the fall of 1976-77.[20]

1. New Degree on a Statewide Basis

Bachelor of General Studies at The University of Wisconsin-Green Bay. A program proposal is being drafted for submission to the Board of Regents as a separate action. This degree is designed specifically for adults who are interested in focusing on life studies competency areas such as civic and community competencies, understanding cultures, nations and ethnicity, understanding environmental relationships; understanding the world of work and self-development competencies, etc. The adults are already located vocationally but seek further education for personal reasons.

2. Existing Bachelor of Sciences Individualized Majors on a Regional Basis

Individualized Major at The University of Wisconsin-Superior. While the disciplines provide a wide variety of program emphases, students may find that their educational goals direct them toward a set of studies impossible to achieve under the present curriculum structure. Such a student may elect to design an individual program within the guidelines of the UW-Superior mission and consistent with the goals of one of the colleges.

General Curriculum Major at The University of Wisconsin-Whitewater. This major is designed to permit a student to focus on a topic or problem area which falls outside the limits of a conventional major. Each major is individualized. The purpose of the major is to accommodate an integration of the courses and programs now offered by the University.

3. Existing Bachelor of Sciences Professional Degrees

Agriculture at The University of Wisconsin-River Falls. The adaptation of the broad area Agriculture major will extend opportunity for those who want to complete a general upper division program in Agriculture.

Engineering Technology at The University of Wisconsin-Parkside. The adaptation of the Engineering Technology Major will extend opportunity in the Electrical Technology Concentration, Mechanical Technology Concentration and/or the Production Systems Technology Concentration.

Paper Science at The University of Wisconsin-Stevens Point. The adaptation of the Paper Science Major will extend opportunities by developing individuals in the physical sciences who will be able to apply their education as industrial scientists and project and process engineers in the paper industry.

Vocational Education at The University of Wisconsin-Stout. The adaptation of the Vocational Education Degree will extend opportunities in the trade and industry area and will reach out to those desiring preparation as vocational teachers in the trade and industry area.

Prospective Extended Baccalaureate Degree Programs. Discussions are in progress with the School of Nursing at The University of Wisconsin-Madison which has a federal grant to work cooperatively with Nursing programs in the state to determine the feasibility of an extended degree program for Registered Nurses. At the present time, the Central Staff is discussing with several other institutions professional degree programs at the baccalaureate level for possible inclusion in the UW-Extended Degree Programs.

4. Existing Associate Degree Programs in the University of Wisconsin Center System

Discussions will be undertaken with the Center System on the development of a sophomore year extended program for adults who cannot complete on campus the first two years work due to job, family or geographic circumstances. This program would extend opportunities to complete associate degrees and to transfer to upper division baccalaureate program as part of furtherance/extension of the Center System's transfer mission.

5. Existing Business Administration Degree

This extends opportunities for designing a business degree program with study in finance, marketing, management, personnel and labor relations, information management or general business administration.

How the degree programs will be developed is well illustrated by the plan for the paper science program at Stevens Point which will call upon most of the learning resource centers as progress is made. On October 8, 1976, the planners stated:

> The first step we envision is the redefinition of our on-campus courses in terms of the competencies we wish to require for the granting of a B.S. degree in Paper Science; the Competency-Based Education Center at WCWC can help us to define those competencies. We wish not only to divide our existing curriculum into modules, but also to indentify those competencies which are currently developed through on-campus residency. The study of the latter will be much more difficult, and is potentially very important to our extended degree program.
>
> Math, physics, chemistry, and computer science courses are required as pre-requisites for many of our paper science courses. We believe we might investigate the competencies required in these areas also, in that a

very large portion of our students' technical ability rests on having proficiency and strong backgrounds in these scientific disciplines. These courses are not taught within our department (of 3 faculty), but are vital to the curriculum.

Assessment of Competencies

Methods must be developed to determine whether a student possesses these competencies, both at the time of entrance to the Paper Science Extended Degree Program and as generated through our curricula.

This should include transfer of credits previously earned at UW-SP, at other UW campuses, at other educational institutions, through the military, by on-the-job training, by courses offered by technical societies, etc. Also, means for credit-by-examination should be explored. The Examination Programs and Service Center (UW-Madison) could be of service in these areas.

We also wish to assess, and give credit for, competencies attained from life and/or work experiences. This will require working with the Assessment Center (UW-Green Bay).

Generation of Competencies

This can be implemented by combinations of the following:

A. On-campus courses.

B. Courses offered in other communities through UW-SP extension.

C. Summer courses (both traditional and new), on-campus and/or at other locations.

D. Independent study courses.

E. Courses available at other UW campuses, through UW-Extension, at other universities, etc.

F. Professional courses, e.g. through the Continuing Education Division of TAPPI (Technical Association of the P & P Industry; AICHE, etc.

G. Co-op programs.

H. Other ?

The following centers should be of service to us for these competency-development programs:

Cooperative Education Center (UW-Milwaukee)
Curriculum Resource Center (UW-Oshkosh)
Independent Study Center (UW-Extension)

Economic Cost Analysis and Planning

The method of cost accounting and fee assessment for development and administration of the Paper Science Extended Degree Program must be developed. This should include a survey and evaluation of the existing methods used in other extended degree programs elsewhere in this country, and development of a

> (preferably uniform) policy for the UW System programs. We assume this will be handled by Central Administration. With only three full-time faculty, decisions in this area will be crucial to the ability of the Paper Science Department to develop and to offer extended degrees.
>
> Survey of Relevant Programs
>
> A study should be made to accumulate information on similar programs in engineering fundamentals and the physical sciences which currently are in existence. This would be of benefit to both our program and to the Engineering Technology Extended Degree Program at UW-Parkside.
>
> We would be interested in any currently existing programs which utilize modular, individualized, or independent study approaches to engineering, to science, and/or to technology fundamentals.
>
> This appears to be commensurate with the service mission of the Curriculum Resource Center (UW-Oshkosh).
>
> Needs—Assessment
>
> We wish to survey the pulp & paper industry to determine the need for an extended degree program in Paper Science, primarily in Wisconsin. There will be a similar need for this program elsewhere, as none currently exist and there are only seven P & P science & engineering programs in the entire USA. This we plan to accomplish through the Academic Advisory Committee of the UWSP Paper Science Foundation and through Department visits to local mills, as soon as we have prepared a more complete description of our extended degree program.
>
> Other
>
> The orientation to extended degree programs for prospective students should be investigated by the Community-Based Counseling Center (UW-Extension). Perhaps the area of writing learning contracts is also a function of this center, or of the Cooperative Education Center (UW-Milwaukee).[21]

The University of Wisconsin-Madison and Extension, as can be seen from the above, have important roles to play in the development of the overall program. The Madison campus will serve as the Examination Program and Services Center, and be the development site for the extended bachelor's degree in nursing. Extension will provide the Community Based Counseling Center.

The program embarked upon by the University of Wisconsin System leaves with designated institutions the responsibility for each degree program; however, it is implicit that each also has statewide responsibility in the offering of the degree developed by it. Students will be allowed to earn credit in the many ways credit courses are provided and to demonstrate competency and mastery of knowledge—a new dimension in pursuit of degree objectives. The magnitude of the effort involved is at once indicative of the concern for quality exhibited by the faculty and administrators involved as well as a measure of what is required if the goal of quality in extended degree programs is to be achieved.

EXTERNAL DEGREES–UNIVERSITY OF WISCONSIN-EXTENSION

The Professional Development Degree Program in Engineering

University of Wisconsin-Extension's Professional Development Degree Program in Engineering is designed to meet the needs of practicing engineers. This post-baccalaureate degree is not a "master's" degree.

The program is designed to be completed in not more than seven years. Instead of earning "credit hours" the student's progress is measured in Continuing Education Units (CEU). A total of 120 CUEs are required for the credential.

The student may earn CEU units in the following ways:

1. Through independent (correspondence) study courses.
2. Through resident independent study (699) courses.
3. Short courses.
4. Institutes for engineers.
5. Evening classes which may be specially designed for this program.
6. Residence classes.
7. The Professional Registration Examination, if passed, provides 14 CEUs.
8. A guided individual study project (required) for which a minimum of 20 CEUs may be awarded.

At least half (60 CEUs) of the work must be done through University of Wisconsin-Madison supervised study. In converting credit hours to CEUs, a three credit hour course is assumed to require 48 meetings a semester and two hours of study for each hour in class–96 hours. Adding the total hours thus yields 14.4 CEUs. Graduate courses yield three hours instead of two hours of study and a three hour course equates to 19.2 CEUs.

Each student has an adviser and each student's program is worked out between the student and his adviser and approved by the professional development degree committee (consisting of one representative from each of the six departments in the College of Engineering and two representatives of the Engineering Department in Extension).

University of Wisconsin

This imaginative degree program takes into account the special needs of the student as an individual, and utilizes the continuing education resources and vehicles of the university, as appropriate, in meeting those needs.

Since 1972 there have been 220 applications for the program. About 140 are annually active. Nine persons have achieved the degree.

It is interesting to note that in the 1973 *C.I.C. Study of the Non-Traditional Student,* this was the only complete degree program provided by any C.I.C. university that did not require on-campus residency.[22]

EXTERNAL DEGREE–UNIVERSITY OF WISCONSIN-GREEN BAY

University Without Walls (UWW)

The University of Wisconsin-Green Bay (UW-GB) participates in the Union for Experimenting Colleges and Universities Without Walls program. The 1976-78 catalog describes the program as follows:

> University Without Walls is an external degree program for students who want an education based on individualized learning, who are self-directed, and who can motivate themselves. UWW students are also UWGB students. They must meet UWGB graduation requirements and will receive a UWGB degree.
>
> The essential difference between UWW and the other UWGB programs is that degree credits can be earned through learning contracts. A learning contract is an agreement between the student and a faculty sponsor outlining what work will be done, resources to be used, means of evaluation, and number of credits. Narrative evaluations rather than grades are used by the sponsor to evaluate the student's contract learning projects, and the narrative evaluations appear on the transcript.
>
> Educational objectives, then, can be pursued at home, on the job, in the community, and through travel, as well as in the library or the classroom.
>
> Because much of the work in UWW is done in the context of learning contracts, prospective students need to be aware that in many respects the program is more difficult than a conventional one. The importance of designing and carrying out their own learning experiences means students must be realistic about their learning objectives and styles.
>
> UWW, therefore, is an alternative way for some students to earn a B.A. or B.S. degree from UWGB. UWW students pay regular tuition and are eligible for financial aid and other student services. They may apply for credit based on experience and credit by examination and can have work at previous institutions evaluated for transfer credit.[23]

CONSORTIUM PARTICIPATION

The University of Wisconsin-Madison and Extension do not participate in consortium arrangements specifically designed to provide courses or degrees for the adult part-time student such as the University of Mid-America. Along with the other five C.I.C. universities that offer correspondence study, the independent study division will participate in the development of new courses through the Carnegie Corporation grant. It must be noted that the University of Wisconsin System is itself a kind of consortium, and the intra-system programs are extensive and, as noted above, provide far-reaching opportunities for the adult part-time student.

INDEPENDENT (CORRESPONDENCE) STUDY

Among the C.I.C. universities, the University of Wisconsin-Extension offers the largest number of courses through correspondence study—226 college-level credit courses. Another 114 courses are available for high school students. Additionally, the University offers 102 non-credit correspondence courses of college grade which are described as "continuing education courses" or "special courses for adults." Certificates of completion are awarded those who complete the courses and pass the final examinations. Courses in this category include business, technical, professional and cultural offerings.

A certificate program is offered by the Department of Business and Management. The program involves a series of courses, both required and elective, to meet a specific non-degree education or vocational objective.

In 1975-76 there were 4,422 enrollments in courses for university credit.

Application of Correspondence Study Credit Toward Degrees

Credit earned in correspondence study and extension classes is recorded on the student's transcript as course credit and becomes degree credit when and if the student is admitted as a degree candidate. Credit earned through correspondence study is accepted from within the system up to the campus unit residency requirement on the various campuses.

The University of Wisconsin System at this time does not accept correspondence course credit toward master's degrees. Such courses may be taken to make up undergraduate schools' requirements.

Correspondence Study Transfer Credit

Credit earned through correspondence study at other accredited colleges and universities is, if applicable to the student's program of study, accepted as other transfer credit, but it may not be applied in meeting the campus unit's residency (course) requirements.

Faculty Involvement

All courses offered for credit are prepared and conducted by members of the full-time faculty of the University of Wisconsin System or by qualified persons approved by department heads and all courses are regular catalog-listed offerings. All courses are reviewed and revised as necessary and at least every four to five years.

Campus faculty members are compensated for developing and writing courses and are also compensated for grading assignments on a fee-per-lesson basis.

Correspondence Study and Admission to the University

Wisconsin residents who have been unable to qualify for admission to the University of Wisconsin System as freshmen may qualify later by earning a minimum of 12 credit hours with grades averaging "C" through correspondence study. Credit so earned is "deferred," and the student applies as a transfer student.

Students "Regularly-enrolled" and Correspondence Study

About 500 students who are in residence in the system enroll in correspondence courses each year. To enroll, the student must have the permission of the dean of his college. The student takes such courses as a part of his load of work (but not on an overload basis; *i.e.*, in excess of 19 hours). Tuition payments are made by the business office to independent study (extension) on the basis of the portion the correspondence study is to the total work carried by the student. The fee for students carrying such courses on this basis is $15.45 per credit hour.

INDEPENDENT STUDY OTHER THAN CORRESPONDENCE STUDY

Juniors and seniors in the College of Letters and Science at the University of Wisconsin-Madison with grade point averages of at least 2.5 may take advanced work in lieu of a regular course or courses. To do so, the student enrolls in a course numbered 699 in the departmental course listing. The student prepares a study plan, submits it to the professor for approval, and, when approved, embarks upon the study. Credit so earned is counted as residence degree credit. At other institutions in the system there are similar policies.

The opportunity for such study is not open to persons other than regularly enrolled students who are in residence on the campus. An exception is made in the case of seniors who may lack three or four credits for graduation, and who may gain permission to take such courses away from the campus through Extension.

OFF CAMPUS CLASSES–EVENING CLASSES

In May, 1973, the regents adopted a policy concerning off-campus courses that applied to all units in the system.[24]

Each campus has responsibility to develop off-campus credit bearing courses. When a particular need in the unit's service area cannot be met the unit may call upon Extension and arrangements are made to identify the appropriate faculty resources within the system and to make arrangements for the offering.

In 1975-76 it was system policy that no more than one-third of such offerings (off-campus and evening courses) could be provided through over-load payments to faculty or through use of auxiliary faculty. Two-thirds of the effort had to be provided by faculty as a part of teaching loads. When Extension contracts for faculty time a transfer of funds is made to the unit. The courses are for campus resident credit and the unit providing the faculty is credited with generating the credit hours produced.

In accordance with an agreement between the University of Wisconsin-Madison and Extension, evening credit courses are to be offered by the Madison departments, and financial arrangements have been made so that the service, once offered entirely through Extension, may go through an orderly transition to be completed by 1981. In 1975-76 about 300 courses were offered in the evenings with about 8,000 registrations.

In 1975-76 the University of Wisconsin-Madison provided 81 off-campus courses in its service area. These attracted 716 graduate enrollments, 671 undergraduate enrollments and 184 auditor enrollments.

For the system as a whole in 1975-76 there were 1,129 courses offered at sites away from the unit campuses. There were 12,623 graduate enrollments, 8,827 undergraduate enrollments and 740 auditor enrollments.

Beginning in the fall of 1977-78 the Madison School of Business will have a "night degree" program. As of 1976-77 there were no specially planned sequences of courses offered through evening classes or off-campus classes that led to degrees exclusively through such study that were offered by the Madison campus.

Credit earned through such offerings is applicable to degrees. (See **RESIDENCY REQUIREMENTS** above.)

SATURDAY CLASSES

Although some classes may be offered on the Madison campus on Saturdays as a part of the regular schedule, there is no special program for adult part-time students at Madison or elsewhere in the system.

ACCELERATED OR "MINI-COURSES"

Summer Program in the Arts

The University of Wisconsin-Madison and Extension provide a summer program in the arts in which courses of one week duration are provided in art, music and drama. University of Wisconsin-Madison fees are charged.

Apart from this and 1,300 other summer session courses, there are no courses offered for the part-time student in a shortened time frame.

AUTO-TUTORIAL APPROACHES

The uses of "packages" of materials and instructional media through which the student moves through course materials largely at her or his own pace and with little supervision has not been made a feature of programs or courses for the part-time student at off-campus sites. Many such courses exist on the Madison campus and part-time students could enroll in them.

The Curriculum Resources Center at the University of Wisconsin-Oshkosh is the extended degree program designated institution to develop self-paced instruction. Correspondence courses have been augmented by the use of audio cassettes, film strips and other media. As of 1975-76, the University of Wisconsin-Madison and Extension have not equipped classrooms or laboratories at sites away from the campuses with multi-media materials through which the student is directed step-by-step in the learning experience.

COMPUTER-ASSISTED INSTRUCTION

There are no courses for credit at the University of Wisconsin-Madison or provided through Extension that are specially designed for part-time students which employ the computer as the sole vehicle for instruction or as an augmenting resource. On the Madison campus there are numerous multi-media courses and part-time students may enroll in them.

COOPERATIVE EDUCATION PROGRAMS

The University of Wisconsin-Madison and Extension do not offer cooperative education programs in which adult part-time students may participate through arrangements with business and industry.

TAPE CASSETTE COURSES

Several continuing education non-credit courses are available through Extension in audio tape cassette form. Audio cassettes are also used to augment correspondence study courses.

Video tape cassette courses have been developed for use in connection with the engineering professional development degree program and in education, business and South Asian studies. About 15 whole credit courses and another ten mini-courses not for credit are available.

In 1976-77 from the Madison campus and Extension there were available courses in mechanical engineering (2 credits), materials science (3 credits), meteorology (2 credits), mathematics (basic calculus—4 CEUs) and mathematics (review of intermediate calculus—4 CEUs).

RADIO COURSES

The Educational Communications Board operates a state radio network consisting of eight FM stations and one AM station and the Board of Regents station WHA-AM.

No courses for credit are offered over the network. The offering of such courses is an open option. "College of the Air" courses (not-for-credit) are provided—one or two such courses each semester.

TELEVISION COURSES

Courses for credit are offered through television. Nursing, business, engineering and education courses both for credit and not-for-credit may be seen in early evening and early morning hours over the Wisconsin Educational Television Network. The network has transmitters at Wausau, LaCrosse, Milwaukee (2), Green Bay, Menomonie and Madison. The Madison station, licensed to the University of Wisconsin System Board of Regents, and the Milwaukee stations, licensed to the Milwaukee Area Technical College, are affiliates of the network, licensed to and operated by the Educational Communications Board. In addition, the Educational Communications Board has a contractual arrangement for program broadcasts with WDSE, Duluth-Superior, a community licensed television station.

University of Wisconsin

Until January, 1974, the University of Wisconsin—Extension offered credit courses for credit only from the Madison campus. It was decided then to experiment with a course for which credit might be earned at a number of units within the system. The course "Human Relations and School Discipline" was chosen; 895 teachers, administrators and pre-service teachers enrolled. Probably 5,000 others viewed the course. The audience could see the production at home or in designated classrooms. Credit was provided by the system campuses at Eau Claire, Green Bay, La Crosse, Oshkosh, Platteville, Stout, Whitewater and Milwaukee.

Other courses were later provided—in education and in African studies.

In the opinion of those who evaluated the experiment it was successful. Clearly it demonstrates the manner in which courses may be provided through inter-institutional cooperation and the use of television in service to the part-time student.

NEWSPAPER COURSES

Thus far the University of Wisconsin-Extension has offered one course by newspaper.

ELECTRONIC BLACKBOARD AND TELEPHONE COURSES AND SERVICES

Within University of Wisconsin-Extension are three delivery systems coordinated by Instructional Communications Systems (ICS). ICS utilizes leased telephone lines, Victor Electrowriter machines and an FM radio sub-carrier system. ICS consists of:

1. Educational Telephone Network (ETN). This network currently reaches 185 locations in Wisconsin hospitals, system campuses, libraries and county Cooperative Extension Service offices. Most offerings are not-for-credit, but one or two graduate courses in education are offered each year. In 1975-76 ETN enrollments numbered 29,565 students (163 for credit courses in education).

The system utilizes a suitcase-sized speaker and four microphones. ETN provides two-way audio service. Students can hear instructors and other students at the system sites and use the microphone for immediate talk-back.

2. An FM Subcarrier Service—Radio Reading Service. The State Educational Communications Board has authorized a 90 outlet over-ride on the basic FM broadcast frequency. The sight-handicapped are served by this delivery system. No credit offerings are provided through the system.

3. The Statewide Extension Education Network (SEEN). SEEN uses telephone lines for two-way audio communication with the added feature of Victor Electrowriter machines for visual material (line drawn) transmission. Transmission may originate in Madison, Milwaukee, Wausau and Menomonie and may be received in 25 classrooms located throughout the state.

In 1975-76 there were 23 courses offered; eight were for credit. All four originating points offered credit courses.

All of the ICS systems and especially ETN and SEEN will undoubtedly be utilized in the extended degree program as it evolves.

NOTES

1. "The Organization of University Extension and Outreach Activity," Policy Statement Adopted by Wisconsin Board of Regents, Regents Policy Document 73-7, May, 1973, pp. 1-7.

2. "University of Wisconsin System Undergraduate Transfer Policy—Revised," approved by Board of Regents, April, 1976, p. 7.

3. "Community Based Educational Counseling for Adults," University of Wisconsin-Extended Degree Program Resource Center, undated, p. 1.

4. "Community Based Educational Counseling for Adults," Annual Report, July 1, 1975-June 30, 1976, unpublished, p. 4.

5. *Ibid.*, Appendix II, pp. 1-4.

6. "University of Wisconsin System Undergraduate Transfer Policy," *op. cit.*, p. 6.

7. *Ibid.*, p. 7.

8. "The Organization of University Extension and Outreach Activity," op. cit., pp. 6-7.

9. "A Planning Prospectus for the Open University of Wisconsin System," The Planning Task Force, Regents Statewide University, The University of Wisconsin System, November 20, 1973, p. 4.

10. *Ibid.*, pp. 4-10.

11. John Weaver, "Sharing Resources to Reach the Extended Learner," address, June 10, 1976, unpublished, p. 3.

12. John McBrayer, "Resource Center for Competency-Based Education," Mission Statement and Mission Profile, September, 1976, unpublished, pp. 1-4.

13. J. W. Kolka and E. N. Swinerton, "Prospectus for University of Wisconsin-Extended Degree Programs," approved by Board of Regents, May 7, 1976, unpublished, p. 3.

14. "Cooperative Education Center, Division of Urban Outreach, University of Wisconsin-Milwaukee," Program Objectives, September, 1976, unpublished, pp. 3-11.

15. "Wisconsin Idea Degree Completion Programs," grant request to Fund for the Improvement of Postsecondary Edcation, No. 538AHI 1160, March 1, 1976, pp. 12-13.

16. "The Assessment Center at UW-Green Bay—A Resource for the UW-Extended Degree Program," September 3, 1976, unpublished, p. 1.

17. Kolka and Swinerton, *op. cit.*, p. 3.

18. *Ibid.*, p. 4.

19. *Ibid.*, p. 4.

20. *Ibid.*, pp. 4-5.

21. M. Kocurek and R. Ronda, "Description of the UW-SP Paper Science Major," October 8, 1976, unpublished, pp. 2-4.

22. Ray, *op.cit* ., p. 200.

23. University of Wisconsin-Green Bay, *1976-78 Undergraduate Catalog,* p. 25.

24. "The Organization of University Extension and Outreach Activity," *op. cit.*, pp. 2-3.